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ABSTRACT

This publication is basically a catalog that presents summary descriptions of approximately 50 innovative instructional and management practices developed by school districts and other educational organizations in the state of Oregon. Most of the programs listed were developed using federal funds, though several were financed entirely by the state or by local school districts. The booklet is organized on the basis of logical decision-making and problem-solving procedures; each section lists programs related to a different phase of the goal-directed planning sequence. Section 1 summarizes innovative programs and practices related to setting educational goals; section 2 focuses on needs assessment programs; section 3 deals with program planning approaches; section 4 describes programs that used the diagnosis and prescription approach to meet unique student needs; and section 5 summarizes an innovative program evaluation approach. (JG)

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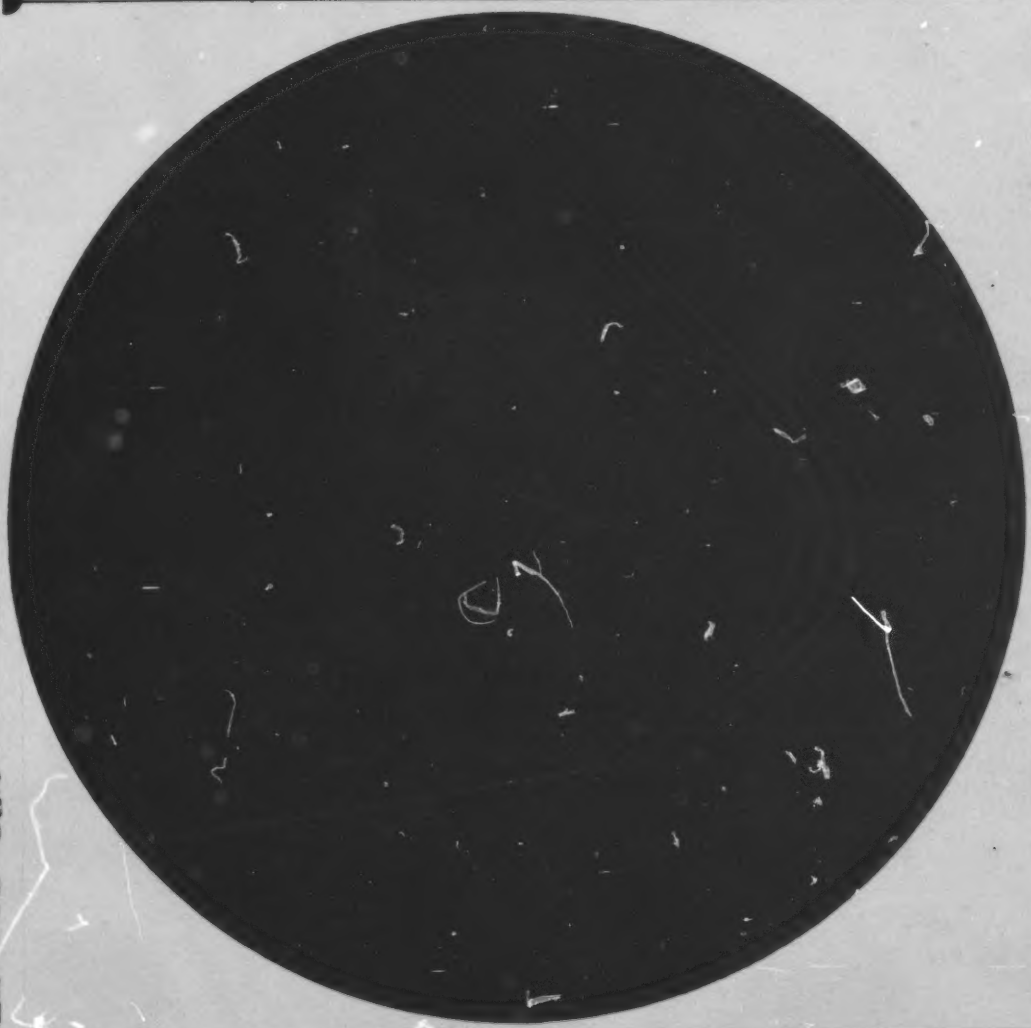
PROMISING PRACTICES IN OREGON EDUCATION



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1974

The availability of federal and foundation seed money for research and development has created an unusual phenomenon in education. Some say that we have more solutions than we have problems.

Clearly, this is overstating the case. However, I am convinced that one of the reasons we fail to use what we have learned to the best advantage is that we are often unwilling to ask questions about ourselves and our practices. Another reason is that information about some of the most promising practices has not been disseminated on a regular basis.

There are some important questions, such as: What, exactly, are the outcomes we expect for students? Who accepts responsibility for what we want to achieve? Are we keeping the kinds of records we need to determine whether or not we have reached our objectives? Can we identify the students who are not achieving at an acceptable level? Do we know why? Can we identify the teachers and administrators who need extra training or assistance? Are we meeting their needs?

Promising Practices in Oregon Education is a first attempt by the State Department of Education to help Oregon educators connect good solutions with the hardest questions. It is part of our continuing effort to provide Oregon schools with options for program planning. When options for learning are available and used wisely, every student can become a winner. This philosophy underlies almost every instructional priority of the Oregon Board of Education. It is based on a firm belief that everyone can learn–that people differ only in their rates and styles of learning.

As this edition of the promising practices catalog comes off the press, a second inventory is underway. Your comments and suggestions will help us to increase the usefulness of future editions.

Dale Parnell, Superintendent
Public Instruction

Will you take a minute to fill out one of the self-addressed cards on page 117?

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INTRODUCTION

Why A Catalog?

The Oregon Board of Education has said that districts can more readily respond to the changing needs of students and the rising expectations of their communities if they move toward a goal-directed planning system. Such a system will be implemented through district compliance with the new Minimum Standards and Graduation Requirements.

A catalog of promising practices in Oregon education is one way in which the State Department of Education can keep teachers and administrators informed about the most promising ways to carry out the processes of goal-based planning.

In addition, the catalog is intended as a channel of communication through which educators can be made aware of the many new practices being developed in Oregon or can find promising solutions for particular problems.

How Is It Organized?

The catalog is organized on the basis of logical decision-making or problem-solving procedures. The first question that program planners ask is, "What should be learned?" The second is, "Will present programs fulfill these needs, or where are the gaps?" In developing plans to fill such gaps, some priorities are set, objectives are identified and decision makers begin to look at alternative ways for meeting the objectives. Finally, budgeting decisions are made, time, space and materials are allocated, policies and rules are laid down, and new plans go into operation.

Promising practices described in the catalog have been categorized according to the contribution they can make to improving each of the above processes.

However, because teachers, curriculum directors, principals and superintendents will be looking for different kinds of information, an index is provided. It will enable users to identify promising practices by:

- Subject area
- Instructional, management, or evaluation strategies employed
- County and school district
- Type of resource (operational model, published guidelines, in-service package, learning packages, etc.)
- Characteristic of target student group (able and gifted, physically handicapped, etc.)

What Does It Contain?

This first edition of the catalog is almost entirely devoted to descriptions of state and federally initiated projects. However, an effort to inventory and screen locally initiated projects or practices is already underway and a second edition of the catalog, which includes these entries, will be published in the summer or fall of 1974.

How Are The Entries Selected?

Specialists in each subject or process area participate in screening catalog entries. Four basic criteria are used:

- The practice must be innovative, and this is defined as "not a standard practice, nor one employed by most Oregon districts."
- An evaluation, preferably by a third-party evaluator, must reveal that an instructional practice has improved student achievement.
- An evaluation, preferably by a third-party evaluator, must reveal that a management practice has increased efficiency without obstructing student achievement.
- The practice must be transportable. Other districts or schools must be able to adapt and adopt the practice with assurance that similar results can be obtained.

Who Should Use It And How?

Catalog entries cover a broad range of instructional and management

practices. Therefore, it should be useful to almost everyone engaged in education activities.

All of the practices described were developed and tested by Oregon educators, and every effort has been made to assure that adequate descriptions and guidelines are published and available to potential adopters. In many cases, adopter's guides are under production and will be available to interested districts. These guides, and other major kinds of resource materials related to catalog entries, can become the nucleus around which districts and schools can build promising practices libraries.

SECTION ONE

SETTING GOALS

In order to meet the proposed Minimum Standards for Oregon Schools and the new Minimum State Requirements for School Graduation, a primary concern of teachers and administrators will be the identification, description and validation of program and course goals. These will become the basis upon which students, teachers, administrators and communities can judge themselves and their educational programs.

The effectiveness of planning and evaluation is directly related to the efficiency with which instructional, management and support processes can be described and their outcomes measured. Therefore, program and course goals, which give direction to the planning-evaluation cycle, must provide the basis for constructing precise descriptions of the competencies students will have as a result of instruction in any subject area.

Teachers comb through materials for the Tri-County Goal Development Project.

TARGET GROUPS
District administrators
Principals, all levels
Teachers, all levels

SUBJECT AREAS
Art
Biological and physical science
Business education
Career education
Health education
Home economics
Industrial education
Language arts
Mathematics
Music
Physical education
Second language
Social science

TYPE OF RESOURCE
Collections of goals

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
Tri-county districts
Intermediate education districts
U.S. Office of Education
Washington and Oregon State Departments of Education

TRI-COUNTY GOAL DEVELOPMENT PROJECT

Multnomah County Intermediate Education District
Thomas J. Sommerville, Superintendent

Washington County Intermediate Education District
Ronald G. Ashby, Acting Superintendent

Clackamas County Intermediate Education District
Verne A. Duncan, Superintendent

PROBLEM

Despite a widespread desire to move toward goal-based planning and evaluation in Oregon school districts, teachers are seldom given systematic help in defining goals and evaluating student progress toward meeting such goals. On the contrary, overenthusiastic and undersupported efforts have often resulted in demoralizing confusion among citizens, students and staff.

Nonetheless, educators increasingly recognize the need for clear statements of expected learning outcomes that can be used for planning, for evaluation and for communication.

PURPOSE

The project's initial purpose was to produce 12 collections of goals (learning outcomes) to be used in managing and planning. They focus on the question, "What is to be learned?" The questions, "How is it to be learned?" and "Has it been learned?" are being dealt with in current project work.

Now in its third year, the project's long-range purpose is to help bring consistency to the way school districts develop goal structures for instructional planning and evaluation. The collections provide a comprehensive, nonprescriptive system of alternative learning outcomes for use by school planners.

In 1971, 55 school districts in the Portland metropolitan area combined resources and expertise to create a system which would help them define measurable learning outcomes and coordinate their instructional and accountability plans with the goals selected. More recently, the Oregon and Washington State Boards of Education have worked with the project in order to share results with other districts.

PROCEDURES

Although the idea for the project originated in the Evaluation Department of the Portland Public Schools and the first work of defining program goals was done there, the larger undertakings required involvement of all districts in the tri-county area.

The three intermediate education district offices provide leadership and services. A Project Steering Committee consists of representatives of these IEDs, the Washington and Oregon State Departments of Education, and research and evaluation specialists of the Portland School District.

Careful measures were taken to secure highly qualified teachers for writing the goals of the collections. Teachers were chosen from the staffs of participating districts.

About 200 teachers and support personnel received in-service training followed by summer goal-writing workshops.

Teachers worked under the close supervision of subject matter specialists and project personnel, who developed criteria for program and course goals to guide goal production.

Goal writers reviewed existing goals collections and built upon the work of Bloom, Walbasser, Mager and others.

Coding systems were developed to make the new collections useful in a variety of curricular settings.

Media specialists reviewed each of the twelve collections, adding goals that concern the relevant print and nonprint materials available to support the learning of each subset of goals. This represented the first stage in relating goals to materials and curriculum.

Basic skills were integrated into each subject field.

Career education was related to and integrated throughout each subject field.

Four sets of indexes for retrieving course goals for interdisciplinary planning were developed: knowledge and process classifications, program goals, career education program goals and a subject matter taxonomy.

Goals encompassed values, attitudes and processes, as well as comprehensive knowledge of content.

EVALUATION

Committees will be updating and revising continually on the basis of feedback from users and periodic review by panels of subject matter experts.

MATERIALS AVAILABLE

Introduction to Course Goals for Educational Planning and Evaluation, K-12. by Victor W. Doherty and Walter E. Hathaway, is a guide to the nature, purpose and potential uses of twelve course goal collections produced by the Tri-County Goal Development Project. It also outlines the procedures used for goal development.

The following goals collections are available:

Course Goals in Art, K-12
Course Goals in Biological and Physical Science, K-12
Course Goals in Business Education, K-12
Course Goals in Health Education, K-12
Course Goals in Home Economics, K-12
Course Goals in Industrial Education, K-12
Course Goals in Language Arts, K-12
Course Goals in Mathematics, K-12
Course Goals in Music, K-12
Course Goals in Physical Education, K-12
Course Goals in Second Language, K-12
Course Goals in Social Science, K-12

Another volume entitled, *Program Goals and Subject Matter Taxonomies for Course Goals,* contains the broad goals and the outlines (taxonomies) from the other twelve collections.

To order copies of these publications at cost (approximately $55 a set), contact:

Commercial-Educational Distributing Service
P.O. Box 8723
Portland, Oregon 97208

FURTHER INFORMATION

For information about the project, contact:

Dr. Victor W. Doherty, or
Dr. Walter E. Hathaway
Portland Public Schools
631 NE Clackamas Street
Portland, Oregon 97208

TARGET GROUPS
District administrators
Secondary principals
Secondary teachers

SUBJECT AREAS
Reading
Writing
Speaking
Listening
Analyzing
Computing
Lifelong learning
Government, state, local
Environmental education
Consumer education
Traffic safety
Career education

TYPE OF RESOURCE
Collections of minimum competencies and performance indicators
Procedural guidelines for defining minimum competencies
Orientation film

TYPE OF EVALUATION
Products not evaluated

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

DEFINING SURVIVAL COMPETENCIES

The school districts of Coos Bay, Eugene, Klamath Falls, Lebanon, Tri-Co League, Tri-County; Oregon State Department of Education

PROBLEM

Life in 1972, with its credit cards, installment purchasing, high-speed automobiles, television, computers and countless other technological advances, is vastly different from that of the 1920's and 1930's. Even before the decade of the 1970's, there was strong support for the idea that schools should place a high priority on assuring that every student develops the competencies necessary to cope with life in a rapidly changing society.

In response to this need, the Oregon State Board of Education adopted new minimum standards for graduation. These standards require all districts to identify the minimum survival-level competencies that all students must achieve in order to receive diplomas. Because this will be a pioneering effort for Oregon teachers and administrators, the State Department of Education needed to provide them with models and procedural guidelines.

PURPOSE

The State Department established six pilot projects in various regions of the state. The purpose of the projects was to identify and define minimum (survival-level) competencies and performance indicators in the three areas of study mandated by the new graduation requirements:

- Personal Development Education
- Career Development Education
- Social Responsibility Education.

A second purpose was to document the efficiency of a procedural model which each of the projects was asked to follow.

PROCEDURES

A project manager was appointed by the district superintendent (or by cooperating district superintendent). Together they made a preliminary assessment of the work to be done and prepared a budget for planning expenditures.

The project manager selected a steering committee to coordinate developmental efforts and make final recommendations to the superintendent and board.

Steering committee members represented all schools or cooperating districts and agencies.

Subcommittees were appointed for each area of study and consisted of representatives of related subject-matter fields. In some of the projects, students were also appointed to these subcommittees.

Resource materials and in-service training was provided for all committees or "teams."

Final subcommittee recommendations were made to the steering committee, which screened and compiled a final report, or "model." In at least one of the projects (Eugene), public hearings were held to validate committee decisions.

MATERIALS AVAILABLE

Each of the six projects issued reports containing many sample program goals, competencies and performance indicators. These were again screened, edited and compiled by an advisory committee made up of representatives of all the projects. The final product is available in published form from the State Department.

For copies of individual project reports, available at cost, contact the following project directors:

Erwin Juilfs, Director of Education, Eugene School District 4J, 200 North Monroe Street, Eugene, Oregon 97402

Chuck Porfily, Director, Career Education, Lebanon High School, 60 Main Street, Lebanon, Oregon 97355

Jerry Killingsworth, Director of Curriculum, 475 S. Alameda, Klamath Falls, Oregon 97601

Earl Anderson, Director, Metropolitan Adminstrative Service Center, 220 SE 102nd, Portland, Oregon 97216

Eldon Blanford, Principal, McKenzie High School, Finn Rock Oregon 97401

Don Bunyard, Curriculum Vice-Principal, Marshfield Senior High School, Coos Bay, Oregon 97420.

For copies of the guidelines and models published by the Oregon Board of Education, write to the Documents Clerk, State Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310. Ask for:

Oregon Graduation Requirements: Administrative Guidelines (Section I)
Oregon Graduation Requirements: Personal Development (Section II)
Oregon Graduation Requirements: Social Responsibility Education (Section III)
Oregon Graduation Requirements: Career Development Education (Section IV)
Oregon Graduation Requirements (Sections I-IV in one volume).

Any or all of the sections are available at no charge to Oregon educators.

A documentary film, *Survival Today: Life Role Education in Oregon* (22 minutes, 16mm, color), has been produced. A limited number of copies are available on loan at no charge to any Oregon school district. Contact:

Research Dissemination Center
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

SECTION TWO

USING ASSESSMENT TO IDENTIFY PROGRAM NEEDS

The second logical step in goal-based planning is locating the gaps and the weaknesses in an educational program.

Assessment is the key. An effective assessment program can accurately measure, at a given point in time:

- Student achievement in relation to identified program and course goals.
- How closely teachers and administrators are adhering to the plans and procedures designed to facilitate student progress.
- Changes in students interests and potential.

Normally, assessment follows an instructional sequence and with evaluation is one of the last steps in the planning-evaluation cycle. However, districts that have not yet developed an effective and ongoing evaluation program may need to improvise assessment procedures at this point in their planning. Making educated guesses is one way to conduct an informal assessment. Other more objective and efficient procedures are described here and in Section Five, Program Evaluation.

Once assessment is completed, program needs can be sorted out in terms of:

- New courses or changes in course content
- New instructional strategies and resources
- Staff development
- New management or support services

The "planning" project and guidelines described in this section are primarily concerned with the identification of program needs.

Roger McCormick (left) and Dan Mooney at the audiovisual station in the Social Studies Activity Learning Center (see page 61).

TARGET GROUPS
Principals, all levels
Teachers, all grades

SUBJECT AREA
Career education

TYPE OF RESOURCE
Operational model, demonstrating strategies for identifying program needs, including:
Assessment
Setting priorities
Staff development
Parent involvement
Student involvement
Community involvement
SDE involvement
Policy formation

TYPE OF EVALUATION
Third-party audit

SOURCE OF EDUCATIONAL FUNDS
ESEA Title V

MUTUALITY OF PLANNING PROJECT

Oregon State Department of Education
Portland School District
Northwest Regional Educational Laboratory

PROBLEM

Too often more attention is given to administrators than to principals, teachers and students in the development of planning skills. As a result, the people who actually implement programs are left out of the planning process. If they were included, planning would be more realistic and implementation more effective.

PURPOSE

One important input to planning is the use of various kinds of assessment to identify program needs. The project set out to develop and test a model for training principals, teachers, students and people in the community in this process.

PROCEDURES

The project involved students from kindergarten through the twelfth grade, at Marshall High School and two feeder elementary schools, Binnsmead and Marysville.

The Northwest Regional Educational Laboratory served as a coordinating and consulting agency.

Task forces in each school consisted of the building principal (as task force leader), four laymen, four instructional staff members and two students. Participants were trained in systems planning and in the use of a modified delphi technique for reaching consensus. Except for the students, each participant represented a particular constituency.

Procedures were developed for making a learner-based needs assessment at the eighth and twelfth grade levels. The task forces used the results of learner-based needs assessments as a data base for identifying priority problems, objectives and learner activities.

All building principals in Area II were trained in "Next Step Planning."

EVALUATION

A formal evaluation of the project has not been carried out, but a final report prepared by the Northwest Regional Educational Laboratory provides valuable insights into why some aspects of the planning went wrong and why other aspects were successful.

MATERIALS AVAILABLE

A learner-based needs assessment instrument was developed. Career education is used as the delivery system for the data, with basic education and special education providing support. The instrument can be obtained by writing to William Thornton, Project Director.

Oregon Mutuality of Planning Learner-Based Needs Assessment Data, and the *Oregon Mutuality of Planning Final Report* can be obtained from: R. B. Clemmer, Coordinator of Planning and Evaluation, State Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310.

FURTHER INFORMATION

For additional information concerning the project, write to:

William Thornton, Director
Oregon Mutuality of Planning Project
Marysville School
7733 SE Raymond Street
Portland, Oregon 97206

TARGET GROUPS
District administrators
Secondary principals

SUBJECT AREA
Career education

TYPE OF RESOURCE
Procedural guidelines for:
Assessment
Needs identification
Priority setting
Long-range planning

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
Vocational Education Act

PLANNING CAREER EDUCATION IN OREGON'S SECONDARY SCHOOLS

Division of Community Colleges and Career Education
Oregon State Department of Education

PURPOSE

The guide provides step-by-step procedures for determining specific career education program needs for any community. It is intended for use by a district administrator and his key personnel in developing long-range plans for career education in individual schools.

CONTENT

The guide covers five major procedures:

1. Collecting data that will provide (a) a clear picture of the economy and employment trends in a local community and in the state, and (b) potential training opportunities outside of the public school classroom.
2. Collecting assessment data, including the dropout rate, current and potential vocational enrollments, and the results of follow-up studies
3. Identifying and analyzing program needs and selecting strategies for meeting such needs
4. Outlining the steps, in some order of priority, that should be followed in initiating a total program
5. Formulating long-range plans with all component parts in focus.

EVALUATION

All procedures, forms, and planning charts have been tested by administrators in several Oregon high schools, and the guide is currently undergoing revision to incorporate the suggestions of these pilot schools.

The revised edition should be available to districts in March or April of 1974.

FURTHER INFORMATION

Copies of the guide may be obtained by writing to:

Documents Clerk
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

SECTION THREE

PROGRAM PLANNING

Every step that precedes, or follows, actual school operation could be labeled "planning." However, goal-setting, program needs identification and evaluation are such important and complex processes that they are given separate status in the proposed minimum standards and are considered inputs to planning.

Planning is defined in the standards as procedures used to relate classroom instruction to program goals. The choice of procedures is left up to each district. However, experts seem to agree that there is a logical sequence of activities that will produce effective plans. These activities are usually described as:

- Developing instructional, management and support objectives
- Studying the cost-effectiveness of alternatives for meeting these objectives
- Involving staff, students and community in selecting program plans
- Allocating resources according to selected program plans and priorities and in a manner that will facilitate acceptable accounting methods
- Developing policies, models and schedules for implementing the program plans that have been selected

Developing Objectives

Carefully written objectives become the guidelines for program planning, the tools of program operation, and the basis for measurement and evaluation.

One of the clearest explanations of the relationship between *instructional* goals and objectives and the crucial role they play in program planning and evaluation can be found in *Introduction to Course Goals for Educational Planning and Evaluation, K-12*. This publication is one of the products of the Tri-County Goals described in Section One.

Step-by-step procedures for developing and using instructional and management objectives are contained in the *Performance Based Educational Renewal Manual* described in this section, and in *Evaluation Techniques: The Manzanita Curriculum Design Project* described in Section V.

A bibliography of resource materials for teachers and administrators who want to learn the art of objective writing can be obtained from the Northwest Regional Educational Laboratory, Lindsay Building, Portland, Oregon 97204.

Studying Cost-Effectiveness of Alternatives

Several models for determining the cost-effectiveness of educational practices have been developed in the last few years. Some are available through ERIC.

An approach to this developed for community colleges is the *Performance Based Educational Renewal Manual*. However, this material has not yet been field tested in local school districts.

Selecting Program Plans: A School-Community Process

Oregon communities have, through annual budget elections, always participated in the selection of local educational program plans. That participation, however, is often after the fact. After teachers, administrators and school boards have decided on program plans and priorities and established supporting budgets, budget committees review and recommend, and communities vote "yes" or "no" on total budget requests.

A major drawback in this arrangement has been the manner in which budgets are constructed. They are so complex that few citizens have either the time or the technical expertise to pick out areas in which economies might be achieved or determine how specific programs could be strengthened, changed or eliminated.

Program budgeting is intended to eliminate this shortcoming and PPBES (Planning-Programming-Budgeting-Evaluation System) has, as one of its

primary goals, the meaningful cooperation of school and community in selecting and budgeting for educational programs.

Several Oregon districts are currently engaged in installing and testing program budgeting procedures. The most promising of these will be identified and described in the next edition of the catalog.

The *Performance Based Educational Renewal Manual* outlines in some detail the actual procedures by which educators and community representatives can apply the results of needs assessment and cost-effectiveness analysis to the systematic selection of the most effective program improvement plans.

Another publication prepared by the Coos Intermediate Education District, *Advisory Committees in Career Education*, although addressed to career education managers, can provide district managers with valuable guidelines for involving people in their communities in program planning. To obtain a copy, write to the Applied Research Unit, Career Education, Oregon State Department of Education, Salem, Oregon 97310.

Allocating Resources

In 1971, the legislature changed the Local Budget Law to allow school districts to authorize appropriation by program and adopt program budgets. In the two and a half years since then, the State Department has worked with many district budget officers to revise Oregon's budget and accounting structures so that program budgeting would become a feasible alternative for districts. *Accounting Handbook II* is now available to districts, and all budget officers are currently involved in extensive in-service training to enable them to use the new resource allocation procedures.

Implementing Programs

The *Performance Based Educational Renewal Manual* described on the following pages provides community colleges complete guidelines for installing an "Improvement Implementation Plan," including checklists, step-by-step procedures and models. These guidelines can be adapted for use by local districts.

Several of the minimum standards relating to administration will require the development of innovative approaches to personnel management, including:

- Affirmative action plans
- Annual teacher evaluation procedures
- Grievance procedures.

Guidelines and models have been developed by the State Department to assist districts in these areas, and may be obtained by writing to Milt Baum, Associate Superintendent for Field Services, 942 Lancaster Drive NE, Salem, Oregon 97310.

TARGET GROUPS
District administrators
Principals, all levels
Teachers, all levels

SUBJECT AREAS
All subjects

TYPE OF RESOURCE
Published guidelines for:
Goal writing
Program needs identification
Objective writing
Course plan construction
Cost-effectiveness studies
Student-community involvement in plan selection
Allocation of resources
Systematic implementation of improvements
Assessment and evaluation
Staff development

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title V

A PLANNING MANUAL

Oregon State Department of Education
A Consortium of Six Community Colleges: Chemeketa, Clackamas, Lane, Linn-Benton, Portland, Treasure Valley
Fred C. Menasse, Project Director

PROBLEM

There is growing concern about the following problems in education:

- The severe and worsening financial difficulties
- The fact that only one in four students can be considered an educational success
- The lack of good solutions to the problems of excessive costs and inadequate learning.

There are virtually thousands of "solutions" on paper or in the experimental state, but few are in full operation. Good workable ideas are simply not being put into common practice. The need is not so much for more ideas, but for effective implementation of existing ideas.

PURPOSE

The Performance Based Educational Renewal Manual is intended to give community college personnel the ability:

- To understand the planning approach and use it effectively
- To analyze, select, validate, structure and specify the learning tasks and outcomes for each instructional program and course of study
- To design or select effective methods and media of instruction.
- To design and use an appropriate learning environment in terms of staff, facilities and setting
- To design and offer stimulating learning experiences which are tailored toward students' individual needs and abilities
- To describe concisely the goals of a program or course, as well as the cost and quality
- To evaluate alternative methods or media in terms of effectiveness and economy
- To develop and maintain such supporting services as an educational renewal specialist, a manual, guidelines and regional and state coordination.

PROCEDURES

An orientation program is held with the purpose of building understanding and cooperation among students, public and other interested parties.

A staff development program identifies and trains the staff members who are willing and able to initiate the performance-based renewal approach. The achievement of improved quality is rewarded. Counter-productive practices are dismantled.

Various elements contained in the performance-based approach:

- Analysis of each course as to its scope, content, structure and performance objectives
- Individualized delivery systems, to be produced gradually
- Differentiated staffing pattern
- Open, flexible learning environments with flexible scheduling
- Individualized learning kits providing latitude for students' needs.

Productivity and quality of each course is monitored over a three- to five-year period. Each course is periodically evaluated as to its contribution to the overall instructional plan. The use being made of time, manpower and material resources is also evaluated. Training is provided for support services.

EVALUATION

Administrators and teachers in six community colleges have field tested the

approach; they are now evaluating and developing it further. The manual is the result of two years of such testing and revision.

FURTHER INFORMATION

For a copy of the *Performance Based Educational Renewal Manual*, or for additional information about the demonstration sites, write to:

William G. Loomis, Director
Special Community College Programs
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

SECTION FOUR

OPERATING AN EDUCATIONAL PROGRAM USING DIAGNOSIS AND PRESCRIPTION TO MEET THE UNIQUE NEEDS OF STUDENTS

Most of the projects described in this section are operating programs which can be observed in action and can provide expert consultants for districts that want to adopt similar practices.

They are innovative practices, designed to locate, develop and focus the unique resources of a school district on meeting the special problems or needs of particular kinds of students.

They point the way toward diagnosis and prescription as the *modus operandi* of an educational program, as required by Oregon's proposed new minimum standards.

The teacher can travel to schools with this mobile speech therapy lab, a feature of the Speech Instruction and Clinic (see page 33).

TARGET GROUP
Physically handicapped preschool children

SUBJECT AREA
Special education

TYPE OF RESOURCE
Operational model demonstrating:
Behavior modification
Multi-media instruction
Multi-sensory learning
Learning package development and use
Skill profile development and use
Parent involvement and training
Countywide coordination

TYPE OF EVALUATION
Self-evaluation based on:
Developmental profiles
Activity logs
Observation schedules

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title VI

PARENT-CHILD PROGRAM FOR HANDICAPPED PRESCHOOLERS

Union County Intermediate Education District
Ward Weissenfluh, Superintendent

PROBLEM

Services for developmentally handicapped children are limited in sparsely settled Union County. There is a need to identify preschool children having developmental handicaps that will delay or inhibit their ability to function in a regular school program.

PURPOSE

The Parent-Child Program is designed to provide for county-wide early identification of such handicapped children; to provide intervention services; to assist parents in understanding and accepting their children's handicaps and to involve them in the educational process.

PROCEDURES

A list of preschoolers is compiled by using all community resources available (e.g., school census, community action agencies, Children's Services Division, County Health Department).

Approximately 20 clinics are held in the various schools throughout the county. Parents are contacted and asked to bring their children.

An assessment is made of each child's capabilities in seven developmental areas: speech, language, cognition, auditory perception, visual perception, sensory-motor and gross motor development.

A development profile is prepared for each child, and a Developmental Sequence Checklist is used to plan each child's curriculum and to maintain an ongoing evaluation.

Curriculum cards are designed to describe each desired behavior, methods for developing the behavior and suggested learning activities.

A parent-child trainer assists parents in ascertaining their child's correct placement in the appropriate developmental sequence checklist and in using curriculum cards to plan skill-related activities.

A Readiness Inventory and a Checklist provide the basis upon which parents and home trainers write prescriptive objectives and assess skills development.

Parents use Task Sheets and Parent Data Sheets to guide and record the quality of their child's performance.

The parent-child trainer conducts weekly home or group instructional sessions. Continuous parent training programs are conducted.

EVALUATION

Developmental profiles and checklists, Readiness Skills Checklists and Parent Data Sheets will become the basis for year-end evaluation of each child's progress.

All parents involved in the project will be asked to evaluate the services received. The IED staff will coordinate and arrange assessment procedures for ongoing evaluation of each child's progress.

MATERIALS AVAILABLE

After the project has been in operation for one year, a publication will be prepared to provide other districts with information about procedures and evaluation findings. The publication should be ready by June of 1974.

FURTHER INFORMATION

For additional information, write to:

Betty H. Ellis, Director
Special Education Program
Union County Intermediate Education District
LaGrande, Oregon 97850

or

Mrs. Shirley Harshbarger, Coordinator
Title VI, Parent/Child Program for Handicapped
Union County Intermediate Education District
LaGrande, Oregon 97850

Marguerite Johnson visits a child's home as part of the Parent-Child Program for Handicapped Preschoolers.

TARGET GROUP
Elementary students who need or want facility in a second language

SUBJECT AREAS
English
Spanish
Russian

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Language development
Multi-media instruction
Parent involvement
Programmed learning
Role playing strategies
Simulation techniques
Skill profile development and use
Cooperative planning with:
Community members
IED
Parent involvement
On-the-job training for bilingual teachers

TYPE OF EVALUATION
Self-evaluation based on:
Achievement tests
Observation schedules

SOURCE OF DEVELOPMENTAL FUNDS
Bilingual Education Act, Title VII

BILINGUAL-BICULTURAL EDUCATION PROJECT

Woodburn School District
Jens J. Robinson, Acting Superintendent

PROBLEM

There are two cultural and linguistic groups in Woodburn; the members of these groups, for the most part, do not have facility in English as a second language. Because of their difficulties with language, the children have suffered scholastically and socially. Ultimately, their self-concepts suffer.

PURPOSE

The project is designed to help elementary children gain facility in their native language while they are learning English as a second language. English-speaking children have an opportunity to learn Russian or Spanish as a second language.

A second major goal is bicultural education—reinforcing cultural values as a means of reinforcing self-concepts.

PROCEDURES

Children start out by learning basic skills in their dominant language. All subjects in the regular curriculum are taught in that language. In addition, children begin to acquire a second language.

There are 390 pupils enrolled: 93 Spanish-speaking, 119 English-speaking and 178 Russian-speaking children.

Bilingual teachers and aides are continuously developing and evaluating instructional resources.

An on-the-job training program for the bilingual staff provides teachers with needed skills and helps them to meet certification requirements. There is also an ongoing effort to develop future teachers who can meet the growing demand for bilingual educators.

Each program (Spanish and Russian) uses workbooks, tapes, language masters and a variety of other media, materials and teaching aids. New emphasis is being given to social responsibility education and exploration of moral and ethical values. Curriculum materials for an individualized language arts program are largely created by teachers.

A nine-member advisory council includes representatives of each cultural group.

EVALUATION

Standardized and locally developed tests are used to check the progress of students in the programs. Test results show that children have made good academic gains and have increased their ability to understand and appreciate different cultural values.

Parents are very supportive of the project and have become much more involved in school activities.

RESOURCE MATERIALS

Woodburn Spanish and Russian Language Arts Guide, 1972. A bibliography of resource materials, 1973. Some consultant help can be provided to other school districts.

FURTHER INFORMATION

For additional information about the project, write:

Miguel A. Salinas, Director
Title VII Bilingual Bicultural Project
Nellie Muir School
Woodburn, Oregon 97071

TARGET GROUPS
Socially maladjusted, emotionally disturbed children, K-6
Classroom teachers, K-6
Parents as teachers

SUBJECT AREA
Special education

TYPE OF RESOURCE
Operational model demonstrating:
New skill hierarchies
Behavior modification
Diagnosis and prescription
Parent involvement
Student self-evaluation strategies
On-the-job training for teachers

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title VI

MODIFICATION OF STUDENT AND TEACHER BEHAVIOR

Lake Oswego School District
Lloyd F. Millhollen, Superintendent

PROBLEM

Although the Lake Oswego District provides programs to meet the special needs of the educable and trainable mentally retarded, speech impaired, gifted and those with extreme learning problems, the needs of socially maladjusted and emotionally disturbed students were not being met. There were approximately 86 children in this category.

PURPOSE

The project has three objectives:

- To change the behavior of the socially maladjusted, emotionally disturbed child so that he can function adequately in the regular elementary classroom
- To change the behavior of the classroom teacher so that she can work positively with the socially maladjusted, emotionally disturbed child
- To change the behavior of the parents so that they can interact positively with a socially maladjusted, emotionally disturbed child.

PROCEDURES

A teacher-consultant is employed who is well versed in the use of behavior modification techniques.

An aide is employed for six hours per day and is trained in the use of behavior modification techniques.

Approximately 30 teachers use behavior modification techniques with the socially maladjusted or emotionally disturbed children in their classrooms.

The teacher-consultant meets with teachers individually to help design behavioral programs. An in-service class requires teachers to learn and demonstrate specified competencies, such as:

- Pinpointing behaviors to be changed
- Recording and graphing
- Making necessary program changes

Teachers are also asked to do independent research on behavior modification techniques.

Classroom observations and data are used to determine if the teacher's or child's behavior has changed. Intervention and change of program is often necessary in order to assure desired results.

The teacher-consultant confers with parents several times during the school year to give them instruction in behavior modification and to insure their support of strategies being used by the classroom teachers. In addition to individual conferences, parents are offered an opportunity to attend a regular training course.

Of the 12 parents involved, four who attended the initial training course kept data. Those who kept data seemed to benefit most from the instruction. Follow-up conferences with those parents indicate a lasting positive result with their children.

During the second year of the program, a videotape recorder was purchased and used to collect data on both teachers and students.

EVALUATION

According to the third-party auditor, the program is innovative in that the

teacher-consultant is able to assist more than 50 children by working primarily with teachers. The data collected indicate that this is a successful model, but it should be validated in other districts with other teacher-consultants.

The effectiveness of the parent involvement component of the project could not be evaluated, because all parents did not collect the data requested. Therefore, it was not possible to document changes in the behavior of parents or changes in their interactions with their children. However, it is possible for parents to keep records of the number of incidents in which inappropriate behavior occurs and how it is handled.

Of the 58 children who were given extended behavior modification programming, 17 will need periodic observations and some contingency programming during the next academic year; 32 will function quite adequately in the regular classroom with minimal contact by the teacher-consultant.

FURTHER INFORMATION

For additional information, or for arrangements to visit the program, write to:

Barbara Cox, Director
Special Services
Lake Oswego School District
2455 SW Country Club Road
Lake Oswego, Oregon 97034

TARGET GROUPS
Speech-impaired students, K-6
Classroom teachers, K-6

SUBJECT AREA
Special education

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Behavior modification
Classroom intervention techniques
On-the-job training for teachers
Parent involvement

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title VI

SPEECH INSTRUCTION AND CLINIC

Forest Grove School District
D. Herbert Armstrong, Superintendent

PROBLEM

Forest Grove Elementary Schools had identified approximately 174 children with some degree of speech impairment, but the district had no arrangements for diagnosing or providing for remedial speech instruction.

PURPOSE

The project has four objectives:

- To provide consultative services for homeroom teachers in classroom intervention techniques for pupils with speech and language problems
- To provide services for individual pupils with language and articulation problems
- To provide services for individual students diagnosed as having problems in phonation
- To provide services for individual students diagnosed as having problems in prosody.

PROCEDURES

All elementary teachers were given simple guidelines for diagnosing speech or language problems.

A full-time speech clinician and one teacher aide (working 4½ hours daily) were employed.

Criteria were established for screening and enrolling children in the program, with priority given to kindergarten and primary students.

Schools alternated in providing language development programs. Speech therapy cases were scheduled independently throughout the year in all schools.

A series of grade-level staff meetings were planned and directed by the speech clinician to give teachers in-service training and provide consultative services. In addition, a series of speech and language workshops were held by the speech clinician.

Title I funds allowed the district to purchase a mobile van. This small van provides students in six schools with instructional space in a favorable atmosphere away from halls, health rooms and principal's office. It also provides storage for equipment and materials.

EVALUATION

Behavioral objectives were specified for each child and sufficient data was obtained to insure accurate evaluation of each child's progress. The innovative involvement of the speech clinician in initiating an intensive language program is recommended for any speech program.

FURTHER INFORMATION

For additional information or arrangements to visit the project, write to:

Verl White, Assistant Superintendent
Forest Grove School District
1917 Pacific Avenue
Forest Grove, Oregon 97116

TARGET GROUPS
Hard-of-hearing students, 1-12
Trainable mentally retarded students, 1-12
Physically handicapped students, 1-12

SUBJECT AREAS
Special education
Adaptive physical education

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Behavior modification
Motor development
Physical therapy
Cooperative planning
Parent involvement
Volunteer program

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title VI

MEETING NEEDS OF HANDICAPPED CHILDREN IN A REGULAR PUBLIC SCHOOL PROGRAM

Corvallis School District
Thomas D. Wogaman, Superintendent

PROBLEM

The Corvallis School District had no program to meet the special needs of 142 handicapped children.

PURPOSE

The district sought to coordinate all of the specialized services available within the region to meet the needs of these children within the regular school program.

OBJECTIVES

Project objectives are:

- To establish criteria which identify handicaps which can be dealt with in a school-sponsored program for the physically handicapped
- To secure personnel and establish methods for accepting or rejecting referrals for therapy
- To secure approval of the program by physicians and other health program personnel
- To secure maximum parent and school involvement in the therapy
- To provide optimum therapy where needed.

PROCEDURES

Staff members include a director, two physical therapists, a field worker and a physical education instructor. The district contracts with physical therapists, audiologists, teachers of the deaf and public health nurses and uses the volunteer services of 91 Oregon State University graduate-level and senior students. The services of 11 agencies are involved.

An advisory committee of four people (an orthopedist, physical education specialist, physical therapist and junior high principal) certifies the planned program of each child.*

Referrals for therapy come from principals, teachers, parents, physicians and other special services personnel. Screening involves parent permission, request for services and physician's release information. Prescriptions for physical therapy are secured from the physician.

Therapy is provided three days a week at Mountain View Elementary School for 23 trainable mentally retarded and handicapped children.

Forty-six students are also selected for adaptive physical education programs and placed in a secondary level physical education class with a certificated physical education teacher. Corrective exercises are devised to meet individual rehabilitative needs.

Individualized instruction is provided twice weekly by a certificated teacher of the deaf for six children with hearing impairments. Instruction includes hearing and orientation, speech, reading, language and skills related to attending to school tasks. Parent instruction and in-service training for classroom teachers are significant aspects of the program.*

*When Title VI funds were depleted in 1971-72, a limited local budget prevented the districts from continuing this aspect of the program.

EVALUATION

A third-party evaluation report indicates that:

- Procedures established to meet objectives 1 through 4 were effective. This was essential due to the large number of children served.
- Criteria for identifying handicaps appropriate to entry into the program and for judging success in meeting needs are being revised on the basis of two years of experience.
- Therapy was provided for 75 children, and improvement was reported as a result of therapy.
- The program for children with impaired hearing developed the kind of objectives and continuous monitoring procedures for each individual that provided an excellent basis for evaluating the degree of success achieved.

FURTHER INFORMATION

For additional information, or for arrangements to visit the program, write to:

Harry Johnson, Director
Special Services
Corvallis School District
1555 SW 35th Street
Corvallis, Oregon 97330

TARGET GROUPS
Speech-impaired students
Speech therapists

SUBJECT AREA
Special education

TYPE OF RESOURCE
F and K Packs
In-service training

TYPE OF EVALUATION
Third-party evaluation using:
Case studies
PAT and criterion tests
Observation schedules
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

SPEECH TELEVAN: PROGRAMMED ARTICULATION FOR SPEECH THERAPISTS

Marion County Intermediate Education District
Marvin Covey, Superintendent

PROBLEM

One of the most common types of speech problems identified in school-age children is a generalized or particular inability to articulate sounds correctly. Nevertheless, no standardized approaches have been developed to give therapists an effective methodology for correcting these problems.

PURPOSE

One of the objectives of the Speech TeleVan project is the development and testing of materials to give speech therapists both step-by-step corrective procedures and techniques for reinforcement, transfer and maintenance.

PROCEDURES AND MATERIALS

A Universal Articulation Program (instructional sequence for all consonant sounds) and F and K Packs (instructional sequences for these two sounds) have been field tested by clinicians in Oregon.

Therapists who want to use the materials are trained by project staff. Arrangements may be made with the project director for scheduling training sessions.

EVALUATION

PAT (Picture Articulation Test) and criterion tests were administered to students prior to and at the conclusion of the instructional program. Statistical analyses indicate highly significant results: the instructional sequences elicit 95 percent correct responses in children with speech disorders. The F and K Packs are presently being validated by 48 clinicians.

FURTHER INFORMATION

For additional information about the project, write to:

Alan Olson, Director
Speech TeleVan Project
681 Center Street NE
Salem, Oregon 97310

TARGET GROUPS
Emotionally disturbed students, grades 7-8
Classroom teachers, grades 7-8

SUBJECT AREA
Special education

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Behavior modification
Interdisciplinary curriculum
Student performance contracts
Parent involvement and training
On-the-job training for classroom teachers

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title VI

A JUNIOR HIGH PROGRAM FOR EMOTIONALLY DISTURBED CHILDREN

Parkrose School District
Victor R. Cullens, Superintendent

PROBLEM

In 1964, Parkrose School District initiated a four-year school-based program for severely disturbed elementary children. The project was so successful that it is now an integral part of the district's special education program.

A "social transition" classroom was needed to serve junior high students who had made sufficient growth so that they could benefit from a classroom environment more nearly like that of a regular classroom and be assured of successful social and academic experiences. A program was also needed to serve the needs of those who could not be considered severely disturbed but who were failing to achieve minimum standards of performance with regular classroom instruction.

PURPOSE

Objectives of the program are:

- To diagnose academic and behavioral needs and suggest approaches for their correction
- To provide classroom experiences designed to increase positive social behavior and improve academic performance in the basic skills
- To conduct counseling sessions to help develop positive behaviors
- To provide parents with training in behavior modification techniques and to assist them in applying the techniques
- To insure successful reintegration of project children into a regular school program
- To continue revision and refinement of the present model
- To train and retrain regular classroom teachers in the use of behavior modification techniques.

PROCEDURES

Students are assigned to regular classroom teachers who have successfully completed an in-service behavior modification program offered the previous year.

Teachers and students work in three areas: (1) remediation of academic weaknesses, (2) elimination of inappropriate and self-defeating school behavior, replacing it with appropriate, positive behavior, and (3) improving parents' abilities to help children change inappropriate behavior.

Students are placed only in those regular classes in which they are able to benefit from instruction.

Contracts are used. These contracts are agreements between the student and his teacher to improve a specific behavior for a specific period of time in order to obtain set rewards. Rewards range from cokes to field trips.

Peer influence is also used to reinforce behavior modification.

All parents are required to take part in an evening meeting for a minimum of ten sessions and to attend bi-weekly conferences with the project coordinator.

EVALUATION

To date, the project has been highly successful with fifteen students, but unsuccessful in varying degrees with seven students. Three of these seven have

been expelled or placed in residential treatment centers. Four others showed only marginal improvement, but considering the difficulty of achieving behavior modification with this age group, results are encouraging.

Although parent participation is excellent, additional effort needs to be made to teach parents the techniques of behavior modification. Their cooperation is needed in the collection of data concerning each child's behavior and the effects of their own efforts on behavior modification.

FURTHER INFORMATION

For additional information, or arrangements to visit the program, write to:

Mrs. Maribel Parker, Director
Child Services
Parkrose School District
10636 NE Prescott Street
Portland, Oregon 97220

TARGET GROUP
Migrant students, grades 7-8

SUBJECT AREAS
Arithmetic
Algebra
Art
Business education
Clerical occupations
English
Foreign languages
Geography
Government
Health
History
Language
Literature
Mathematics
Physical education
Science
Social studies
Reading
Writing

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Behavior modification
Interdisciplinary curriculum
Multi-media instruction
Learning package development and use
Skill profile development and use
Tutorial programs
Parent involvement
Work experience arrangements
Off-campus activities

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title I-M

MIGRANT EDUCATION SKILLS CENTER

Hillsboro Union High School District
Lane E. DuBose, Superintendent

PROBLEM

Almost one-tenth of the 500 students at Poynter Junior High School were identified as educationally and economically deprived migrant students who were underachievers. They were often emotionally disturbed, and some had extreme learning problems.

PURPOSE

The purpose of the program is to use a combination of innovative instructional and management practices to help these students: (1) to overcome language problems and lack of experience in interacting with other students in formal learning situations; and (2) to enter high school with the academic skills, motivation, and self-confidence necessary to complete their high school programs successfully.

PROCEDURES

Two teachers and an aide manage the program.

Students needing special help are identified by teachers who have worked with them in elementary schools, by grades recorded on transcripts, and by migrant transfer forms.

Individual learning problems and developmental needs are diagnosed on the basis of standardized and teacher-made diagnostic tests in various subject areas. Skill profiles are developed.

Using an interdisciplinary approach, new courses and learning packages are developed in all areas of the curriculum. Thematic approaches include: (1) using the arts to communicate; (2) infusing career exploration into subject areas; (3) integrating work experience with classroom instruction.

The two program teachers have prepared multi-media learning packages. They use small- and large-group instruction and prescribe independent study, field trips, games, and extra-curricular activities as learning experiences.

Students are allowed to progress at their own rates and are given strong reinforcement through success experiences. They are provided with counseling and opportunities for group discussions to resolve conflicts.

Administrative arrangements are made to adapt or modify certain attendance and discipline policies and to provide for off-campus activities and flexible scheduling. Parents are involved in planning the program. Washington County Intermediate Education District has also participated in planning. In-service is provided for teachers, aides, tutors and parents.

EVALUATION

Student achievement gains, attitudinal changes and improved attendance have been confirmed by post-test results, the observations of other teachers and the school district's records.

Although this is a program for junior high school students, the State Director of Compensatory Education has suggested that the same techniques and procedures could also be used successfully with high school students who are low achievers because of language or cultural barriers.

FURTHER INFORMATION

For additional information, or arrangements to visit the program, write to:

Phyllis Bass
Director, Skills Center
Poynter Junior High School
1535 Grant Street NE
Hillsboro, Oregon 97123

The Migrant Education Skills Center staff (left to right): Elaine Arellano, teacher aide; Phyllis Bass, teacher; Rhoda Fuentes, assistant teacher. *(See page 41.)*

TARGET GROUP
Potential or actual drop-outs, grades 9-12

SUBJECT AREAS
Language arts
Career exploration
Values and realities

TYPE OF RESOURCE
Operational model demonstrating:
Activity learning
Conflict resolution strategies
Diagnosis and prescription
Differentiated staffing
Flexible progression
Behavior modification
Multi-media instruction
Student participation in decision making
Off-campus activities

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

FOCUS: A PROGRAM FOR "DIFFICULT" STUDENTS

Portland School District
Robert Blanchard, Superintendent

PROBLEM

Over the past few years it has become increasingly evident that the traditional curriculum and classroom procedures do not engage the interest or meet the needs of "difficult" or disenchanted students. The Madison High School staff identified a primary need of such students: to have enough successful learning experiences that they develop stronger feelings about their own self-worth.

PURPOSE

It is the intent of the project to develop and implement an alternative program which will provide relevant opportunities for student growth (both personal and academic) and thereby reduce the number of high school dropouts and academic failures.

PROCEDURES

In September 1972, 100 Madison High School students were enrolled in the special program.

Staff members developed instructional modules based on specific behavioral objectives. Each module outlines success criteria and learning strategies.

The curriculum consists of communication analysis, values and realities labs, elective classes and career exploration. Students, staff, parents and community representatives all become involved in curriculum decisions.

The Dwight Allen model of instructional strategies is used in staff development activities.

Parents are active participants in the actual operation of the program. They provide transportation, work with special materials and equipment, act as chaperones, arrange field trips and assist teachers in several classes.

Fifty-two community organizations, businesses and government agencies provide direct assistance.

Many Madison teachers not directly connected with FOCUS provide assistance or expertise when requested to do so.

EVALUATION

A major project objective is to hold the interest of the students and to make a substantial difference in their attendance rates. The third-party evaluator reports that the project has been substantially effective in meeting this objective.

Pre- and post-tests were used to determine student status on seven "Positive Self-Regarding" behaviors. The number of FOCUS students demonstrating improved performance slightly surpassed the level that had been anticipated. Student ability to set realistic learning objectives also improved. In general terms, although the degree of overall improvement was not as great as anticipated, the project appears to have had considerable effect upon student attitudes toward school and themselves.

Because FOCUS is primarily concerned with changing affective behavior, dramatic indications of academic improvement were not obtained. According to the evaluator: "the lack of overall dramatic academic improvement is not surprising when one considers that FOCUS students are relatively 'turned off' to standardized testing. It is especially encouraging to see that FOCUS does have an effect on students' academic performance in the light of the project's primary emphasis and the type of students involved."

MATERIALS AVAILABLE

An adopter's guide is being developed and should be published in 1974. Materials currently available include a *Year-End Evaluation Report, 1972-73*, complete descriptions of FOCUS components in monograph form, and two media productions describing the project and the instructional program.

FURTHER INFORMATION

For additional information, write to:

Charles Clemans, Director
Office of Intergovernmental Relations
631 NE Clackamas Street
Portland, Oregon 97208

Steve Sandom, a FOCUS student, is TV technician for Portland School District's instructional TV studio.

TARGET GROUP
Disadvantaged children, ages 3-5

SUBJECT AREAS
Language development
Arithmetic

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Behavior modification
Activity learning
Multi-sensory learning
Learning package development and use
Skill profile development and use
Cooperative planning among districts
Training parents as home-based teachers

TYPE OF EVALUATION
Self-evaluation using:
Baseline control group
Group time series
Achievement tests
Observation schedules
Survey opinionaires
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
U.S. Office of Education discretionary funds, ESEA Title III

EARLY CHILDHOOD EDUCATION PROJECT: USING PARENTS AS TEACHERS

South Umpqua School District
Dealous L. Cox, Superintendent

PROBLEM

Assessment revealed that almost half of the entering first graders in the South Umpqua District were well below average in the development of language and arithmetic skills. Because poor performance in these skill areas was attributed to lack of appropriate developmental experiences, it was decided that the youngsters would benefit from a preschool educational experience. Since the district could not support a traditional kindergarten, philosophically or empirically, an alternative was developed to provide needed preschool experiences.

PURPOSE

Objectives for the preschool program are:

- To establish a parent-school partnership for the purpose of educating children
- To provide appropriate learning experiences for three- to five-year-old children in the cognitive, psychomotor and affective domains
- To identify infants and preschool children with handicaps and provide appropriate language and motor development experiences
- To provide group learning experiences for preschool children to develop social and group living skills.

PROCEDURES

During the regular school year, highly trained paraprofessionals make bi-weekly visits to the homes of project children to train parents in the use of activity packets. The packets are designed to provide children with needed developmental experiences. The paraprofessionals, called "community coordinators," help parents in evaluating the progress of their children, and provide liaison between the home and the school.

EVALUATION

The evaluation plan requires assessment of individual student progress over a three-year period. Because the project is now in its third year of operation, data from this assessment is not yet available. However, data collected on students who have entered first grade after being in the preschool program for one year indicates that these children are better prepared than their predecessors and have developed good self-concepts.

MATERIALS AVAILABLE

Instructional packets developed for parents' use are available from the district.

FURTHER INFORMATION

For additonal information, write to:

Samuel Nutt, Director
Early Childhood Education Project
South Umpqua School District
Myrtle Creek, Oregon 97457

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Teacher Gladys Martin works with the South Umpqua Early Childhood Education Project.
(See page 45.)

TARGET GROUP
Disadvantaged children, ages 4-6

SUBJECT AREAS
Language development
Reading

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Behavior modification
Movement development
Skill profile development and use
Differentiated staffing
Home-based instruction by parents
Off-campus classrooms

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules
Case studies
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

HELPING ELIMINATE EARLY LEARNING DISABILITIES

Central Point School District
Charles A. Meyer, Superintendent

PROBLEM

A high percentage of six-year-olds in the Central Point District are not ready for first grade. Testing has indicated that these six-year-olds are deficient in reading readiness, language development and perceptual motor skills. This is compounded by the fact that many of them go into a second year program having made little progress in the first grade toward overcoming these handicaps.

Furthermore, the success of a student in school is directly related to his feelings about himself as a beginning learner. These children needed successful learning experiences.

PURPOSE

The intent of Project HEELD is to concentrate the efforts of the staff and management team on the five-year-old and his parents, providing children with a wide background of experiences and training which will ready them for successful school experiences.

PROCEDURES

Children are selected on the basis of parent-teacher-pupil interviews, and testing in their homes. About 105 children are invited to participate in the project annually (seven classes with fifteen pupils in each).

The project management team consists of the district's Director of Elementary Education and a certificated teacher who serves as coordinator, providing curriculum supervision and in-service training.

Seven teachers with primary grade teaching experience are hired to carry out the program. Seven instructional aides are also provided.

Staff members receive training in techniques for home visits and test administration. Role-playing situations are devised to test staff ability to communicate well with parents and to administer and interpret the tests used.

Teachers are also trained in the use of special materials (such as Science, A Process Approach; DISTAR language, arithmetic and reading; Peabody Language Development; perceptual development materials). Parents are provided with a handbook of information concerning child development, methods parents can use to guide the development of their children and checklists to record development.

Parents are organized into study groups which hold regular meetings with the staff.

Churches within the designated attendance areas lease facilities to the district for classrooms during the school year. Some classes are held in available school classrooms or district-owned houses. In the summer, a "maintenance packet" is provided to parents to keep their child "moving" up to the start of first grade.

EVALUATION

The project was evaluated by a team from the Audit and Evaluation Section of the Northwest Regional Educational Laboratory. The evaluation plan was jointly developed and implemented by the project staff and the evaluation team.

Data derived from the evaluation has provided evidence in three areas:

1. Student achievement of project objectives—

During the first two project years performance was measured on a pre- and post-test basis using the following instruments: Bender Visual Motor Gestalt; Peabody Picture Vocabulary Test; Frostig Test of Visual Perception; APELL.

While performance often did not reach the level of expectancy detailed within the various objectives, the children did demonstrate a significant gain on all of the foregoing instruments.

2. Student achievement upon entering first grade, before and after project *inception*–

   Evidence indicates that for four years preceding the program, approximately 36 percent performed at or below the D level on the Metropolitan Readiness Test upon entry into the first grade. This dropped to 17 and 11 percent during the two years following project inception.

3. The performance of project and nonproject children –

   In the course of recruiting project students, the staff identified children whom they believed could profit from the project but whose parents elected *not* to participate.

   On the screening battery, performance of the *project-eligible children* did not differ significantly from that of the project participants. However, when the children entered school one year later, the percent of *project-eligible children* scoring at or below the D level on the Metropolitan Readiness Test was significantly greater than that of the project children.

The foregoing evidence suggests that the project has had a significant impact upon the participants.

MATERIALS AVAILABLE

The final evaluation report, *Helping Eliminate Early Learning Disabilities, Final Evaluation Report,* will provide information and anaylsis of procedures and outcomes. The project has also developed a booklet to help parents prepare their children for school, entitled, *Your Child and You.*

In addition, a handbook called *Operations Manual* is available, containing detailed procedures for initiating and maintaining the project. A revised edition will be available in 1974.

FURTHER INFORMATION

For additional information concerning the project, or for copies of the materials listed above, write to:

William Brewster, Director
Elementary Education
Central Point School District
451 N. 2nd Street
Central Point, Oregon 97501

TARGET GROUP
All students, 1-6

SUBJECT AREAS
Reading
Language mechanics
Arithmetic

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Skill profile development and use
Activity learning
Differentiated staffing
Flexible progression
Learning package development and use
Multi-media instruction
Multi-sensory learning
Nontraditional classroom organization
Teacher performance contracts
Tutorial program

TYPE OF EVALUATION
Third-party evaluation using:
One-group pretest/post-test
One-group series
Control group series
Achievement tests
Observation schedules
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

A SYSTEMS APPROACH TO INDIVIDUALIZED INSTRUCTION

Josephine County Unit
Tom W. Calkins, Superintendent

PROBLEM

During the 1960's, Manzanita Elementary School in Josephine County identified a slow but steady decline of student achievement in basic skills—reading, mathematics and written communication. A high turnover rate in enrollment compounded the problem.

PURPOSE

To reverse this trend, the Manzanita staff decided to use a systems approach. Instruction was adjusted to the needs and capacities of individual students by blending the best of many innovative practices into a comprehensive program.

Efforts were organized around three objectives:

- To develop a differentiated staff for each grade consisting of an instructional leader, staff teacher, instructional aide and general aide
- To construct curriculum materials and procedures for individualized instruction in basic skill areas—reading, mathematics and language mechanics—which would enable 90 percent of the students to achieve 90 percent or more of the instructional objectives, as measured on post-tests
- To initiate a continuous progress, individualized program of systematic instruction in reading and writing for 98 percent of the students 95 percent of the time.

PROCEDURES

The differentiated staff is composed of team members whose roles differ in function, time expended and degree of responsibility.

- The instructional leader is accountable for specific objectives delineated in a job description. This person is on a terminating contract and is not granted tenure.
- The staff teacher is employed on a standard contract. The job description differs from that of the instructional leader in time, function and degree of responsibility.
- The instructional aide works with students and performs routine supervisory tasks. The general aide works with children but is also responsible for much of the clerical work.

The major element of the systems approach is programmed management units (PMU's). These units provide children with alternatives for reaching every instructional goal. Each unit includes a pre- and post-test, and there are provisions for evaluating retention of learning.

A skills profile is maintained for each student, and he is placed in learning modules designed to meet his special learning needs.

New materials and instructional procedures are continuously being developed, field tested, monitored and revised during summer workshops. Other in-service activities are conducted throughout the year.

EVALUATION

A third-party evaluator points out two lines of evidence:

- A rather dramatic reversal in a trend of declining academic achievement
- Project children at all levels of ability tend to profit from the program.

The fact that the trend reversal was so abrupt and so uniform suggests that

the project exercised a causal influence upon student performance. This inference is buttressed by the fact that no other academic fare was provided the children during the initial project year and by follow-up data for children who continued in the program the next year. Project children (in 9 out of 12 instances) exceeded the class mean in test performance.

FURTHER INFORMATION

For additional information, or for arrangements to visit the program, write to:

W. Dale Fallow
Manzanita School
310 San Francisco Street
Grants Pass, Oregon 97526

TARGET GROUPS
Disadvantaged students, grades 1-8
Elementary teachers

SUBJECT AREA
Reading

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Activity learning
Behavior modification
Differentiated staffing
Discovery learning
Parent involvement
Off-campus activities

TYPE OF EVALUATION
Third-party audit

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title I

DIAGNOSTIC TEACHING: A SUPPORTIVE ENVIRONMENT

Lincoln County School District
Bernard E. Park, Superintendent

PROBLEM

One of the major blocks to learning is a poor self-concept. The way a student is accepted by his teachers and his peers has a powerful effect on his feelings of self-worth. However, too often teacher-pupil ratios, traditional classroom procedures and overloaded curriculums limit the attention that teachers can give to creating supportive environments for students.

PURPOSE

A major project goal is to increase teacher and student awareness of the universal need for acceptance and success experiences, and to develop instructional strategies for meeting these needs. Related goals are to improve the reading skills of educationally deprived students, to improve teacher competencies in reading instruction and to increase the amount of parental participation.

PROCEDURES

A teaching model was developed to include diagnosis and prescription for learning problems related to physical development, family interaction, peer group interaction, or interaction with teachers.

Twenty-seven teachers spent two weeks at the Oregon College of Education learning to diagnose and treat individual learning problems. This was followed by a five-week experience in a district summer reading clinic supervised by OCE instructors. Expenses were paid by the district. Each teacher earned 12 hours of credit, but received no salary.

Teachers base instruction on a hierarchy of reading skills and use a variety of remedial reading materials, equipment and diagnostic tests.

Each student and his parents participate in planning his reading program. Planning is based on a competency profile.

EVALUATION

An evaluation plan includes measurement of parent, teacher and student performance. A third-party audit reveals that after the first year of operation only one student had not reached his objectives, and only one parent failed to participate in the program.

FURTHER INFORMATION

For additional information, write:

Rex Krabbe, Project Specialist
Diagnostic Teaching Project
Lincoln County School District
P.O. Box 1110
Newport, Oregon 97365

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TARGET GROUP
Preschool and kindergarten children

SUBJECT AREA
Language development

TYPE OF RESOURCE
Guidelines for using instructional strategies, including:
Diagnosis and prescription
Activity learning
Skill profile development and use
Dramatic play
Interdisciplinary approach
Motivational techniques
Multi-sensory learning
Parent involvement
Role playing
Criterion-referenced testing

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
Northwest Regional Educational Laboratory

COORDINATED HELPS IN LANGUAGE DEVELOPMENT

Northwest Regional Educational Laboratory
Lawrence D. Fish, Executive Director

PURPOSE

The *CHILD Guide* for teachers of five-year-old children contains learning activities which help develop children's oral language skills.

CONTENT

The guide contains 75 activities in language development. Included with each activity are specific objectives, suggested materials and procedures for teaching and observing. Also included are:

- Suggestions for parent involvement
- Activities for children to do at home
- Checklist for recording individual performance on specific objectives
- Diagnostic guide
- Bibliography

The activities are designed to increase children's ability to: (1) expand verbal power through hearing and imitating sounds of language, increasing vocabulary, extending meaning, expanding language patterns and expressing feelings; and (2) link language and thought through classifying things, conveying imagination, solving problems and expressing abstract reasoning.

EVALUATION

The guide is the result of a four-year project conducted in Portland School District with the cooperation of NWREL. The experimental materials have been tested and refined with 600 kindergarten children from 12 inner city schools.

Activities will fit into any early childhood teaching arrangement. No additional personnel with special training are needed.

FURTHER INFORMATION

Order the longitudinal evaluation report from the Northwest Regional Educational Laboratory:

Dissemination and Installation Division
710 SW Second Avenue
Portland, Oregon 97204

Order the guide ($5) from:

Commercial Educational Distributing Service
P.O. Box 3711
Portland, Oregon 97208

TARGET GROUP
Preschool and primary teachers

SUBJECT AREA
Motor-perceptual skill development

TYPE OF RESOURCE
Guidelines for using instructional strategies, including:
Activity learning
Skill profile development and use
Criterion-referenced testing
Diagnosis and prescription
Dramatic play
Multi-sensory learning
Movement development
Physical development

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
Northwest Regional Educational Laboratory

IMPROVING MOTOR-PERCEPTUAL SKILLS

Northwest Regional Educational Laboratory
Lawrence D. Fish, Executive Director

PURPOSE

This guide is designed to assist teachers in the development of the motor-perceptual abilities of five-year-old children.

CONTENT

The IMPS guide contains 34 activities which are designed to build physical and related perceptual skills. The activities help to develop general coordination, balance, body image, eye-hand coordination and eye movement and sensory perception.

Each activity description includes:

- Specific objectives
- Examples and illustrations
- Lists of materials
- Directions for teachers and students
- Variations (including supplemental activities for the child having difficulty)
- Minimum acceptable performance criteria.

EVALUATION

The guide is the result of five years of development and testing. Activities were tried with 350 kindergarten children in six Portland schools. A longitudinal evaluation was published in 1972.

FURTHER INFORMATION

The IMPS guide costs $3. Required equipment is simple and easily constructed. Suggested music is readily available. Order the guide from:

Continuing Education Publications
Extension Hall Annex
Oregon State University
Corvallis, Oregon 97331

The longitudinal evaluation report is available from:

Northwest Regional Educational Laboratory
Dissemination and Installation Division
710 SW Second Avenue
Portland, Oregon 97204

TARGET GROUP
All students, grade 9

SUBJECT AREA
Reading

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Skill profile development and use
Activity learning
Community service projects
Differentiated staffing
Interdisciplinary approach
Learning package development and use
Multi-media instruction
Student participation in decision making
Student self-evaluation
Tutorial program
Parent involvement

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

READING POWER FOR MADISON STUDENTS

Portland School District
Robert W. Blanchard, Superintendent

PROBLEM

Curriculum leaders at Madison High School perceived a need to incorporate reading instruction into the total program, so that every student would have opportunities to continue to improve his reading skills, regardless of level of reading ability attained in elementary and junior high school.

PURPOSE

RPMS (Reading Power for Madison Students) is designed to integrate individualized reading improvement programs into the regular high school curriculum of all students entering the ninth grade. Its purpose is to teach critical reading skills, to increase the possibility of individual success in all subjects, and to develop problem-solving skills and a positive attitude toward self and school.

PROCEDURE

The 450 entering freshmen take a three-hour class each day devoted to developing process skills in English and social studies. The course has four phases: experience and exploration, demonstration and application of reading skills, critical thinking and problem-solving, and independent learning and evaluation.

Nine teachers work in teams of three. They are responsible for diagnosing the reading level of each student and then working closely with the communications lab instructor to prescribe appropriate learning activities.

Competency profiles are developed for each student. Students are evaluated in terms of 15 reading skills and several study and problem-solving skills. These profiles are used to chart progress and prescribe activities.

Students may be involved in independent study, small-group discussions, class-size activities, or large-group experiences. A communications lab is provided, and the lab instructor works with students who have special problems.

Thirty junior and senior students enroll in a daily two hour class: the first hour they receive training in the teaching of reading, and the second hour they serve as tutors in the lab and various ninth grade classrooms. These tutors are called associate teachers and can work one-to-one, in small groups, or with an entire class.

RPMS teachers participate in training workshops, regular monthly meetings and training sessions conducted throughout the school year. In-service sessions are also provided for the entire Madison staff.

EVALUATION

A third-party evaluator reports that one result of the initial evaluation has been the identification of three distinct learning groups. One group reads at seventh grade level or above. This group comprises over half the ninth grade. The second largest group reads at between fourth and seventh grade level, and for the most part, students in this group need to increase fluency and confidence. The last group, representing about seven to ten percent of the students, is made up of students who are reading at primary to third grade levels. This group received special reading instruction in the lab, and interim test reports show that during a three-month period students increased an average of one and a half grade levels.

The mechanical aspects of scheduling are operating smoothly. The lab is serving an average of 102 students a day. Student tutors are working well with the freshmen. Teachers use inquiry and problem-solving strategies in their classrooms. Individualization of instruction is evident in almost all teaching situations.

Two-thirds of the students are reacting positively to their experience.

FURTHER INFORMATION

For additional information, write:

Sue Bushman, Director
RPMS Project
Madison High School
2735 NE 82nd Avenue
Portland, Oregon 97220

Small-group discussions are an important feature of the Reading Power for Madison Students Program. *(See page 57.)*

TARGET GROUP
Poor readers or nonreaders, grade 9

SUBJECT AREA
Reading

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Skill profile development and use
Activity learning
Differentiated staffing
Student self-evaluation
Tutorial program
Parent involvement
Behavior modification

TYPE OF EVALUATION
No formal evaluation
Standardized Tests

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title I

A HIGH SCHOOL PROGRAM FOR READING DEVELOPMENT

Portland School District
Robert W. Blanchard, Superintendent

PROBLEM

Incoming classes at Roosevelt High School have been consistently low in reading skills achievement. Many of Roosevelt's students come from low-income families. One third read at an average of five years below grade level. The typical educationally deprived student has been damaged by failures in previous school experiences. He demonstrates hostile attitudes toward school and reading in particular. He has behavioral problems, a low self-concept and lacks self-confidence.

PURPOSE

The program's goal has been to raise the reading ability of educationally deprived students to their current grade level. The objectives are: to demonstrate growth in reading comprehension and vocabulary by 2.5 grade-level years in one year as measured by the Comprehension Test of Basic Skills; and to improve the behavior, self-concept and self-confidence of educationally deprived students.

PROCEDURES

Approximately 250 students are enrolled in the program. As they begin to read at their current grade level, they are moved back into regular classrooms.

A series of tests is administered in the fall to build student profiles. The Gates-MacGintie comprehensive test is given at two-month intervals to indicate growth. Students might begin with fourth- or sixth-grade tests. Teachers are careful to select the appropriate testing level so that each student can show progress. Tests are given frequently to provide each student with immediate reassurance of growth.

Every student receives special recognition from teachers and classmates for any improvement made.

Phonics, spelling and oral reading are fundamental classroom activities. DISTAR and Gillingham reading materials are the basic materials, but a variety of other materials is available.

Students are graded on a point system. They receive points for attitude, attendance, taking tests, reading aloud, participating in class activities.

The 19-member staff includes a program coordinator, two teachers, two instructional aides, one secretary, and 12 student aides. Six of the student aides are paid, and six are reading students working for class credit.

Eleven-week workshops are held often for both program staff and teachers from other schools in the district.

An advisory committee consisting of eight parents meets monthly to review and discuss the program.

EVALUATION

Test results are mixed. The Comprehensive Test of Basic Skills, administered in the spring of 1971 and 1972, show an average gain of 1.15 grade-level years by project students. The Gates-MacGintie reading tests indicate much greater individual gains.

FURTHER INFORMATION

For additional information, write to:

Audrey Wilson Brune
Department for Reading Development
Roosevelt High School
Portland, Oregon 97203

TARGET GROUP
All students, grades 9-10

SUBJECT AREA
Social studies

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Learning package development and use
Activity learning
Flexible progression
Multi-media instruction
Reinforcement strategies
Student participation in decision making
Student self-evaluation

TYPE OF EVALUATION
Informal self-evaluation

SOURCE OF DEVELOPMENTAL FUNDS
Coos Bay District

SOCIAL STUDIES ACTIVITY LEARNING CENTER

Coos Bay School District
John Crowley, Superintendent

PROBLEM

At Marshfield Senior High School, 28 percent of the students were failing the first quarter of a ninth and tenth grade social studies course. One-fourth of the class averaged 16.6 absences during that first quarter. In other words, over one-fourth of the students were not profiting from this required social studies course, as evidenced by grades and attendance.

PURPOSE

The purpose of the Social Studies Activity Learning Center is to provide learning experiences that conform to the following assumptions:

- The student needs immediate reinforcement and reward as motivation for continued learning.
- The student learns best by working out his own answers and having a chance to check his answers with his peers and the instructor.
- The student will attempt something new or difficult if there is a chance of success and he can see his success immediately.
- The teacher is at his best as a designer of activities that lead students to learning, rather than as a spewer of knowledge.
- The student can learn more in a relaxed surrounding if proper guidelines are offered.
- The student should have the opportunity to go back and make up deficiencies without penalty.
- The student should be allowed to substitute one activity for another.
- If the student can look forward to doing many different types of activities over a few days' period, he will not be so reluctant to attempt learning activities that he does not particularly like.

PROCEDURES

Learning stations are established in the classroom by using long tables and facing student desks to the wall.

Each station has a learning activity that can be completed in 20 minutes and has a measurable learning goal.

Students progress through the stations in pairs, earning points for each activity. Points determine grades and free time.

A cycle chart is prepared by the teacher, listing the activities at each station and telling students at which station they will start.

In an eight-day cycle, students go through 16 stations, completing the work at two stations each day. There are ten cycles in a semester.

The teacher oversees the smooth operation of the system, designs the learning experiences, serves as a consultant to the students, evaluates their progress, provides alternatives, and does a great deal of research to provide learning activities.

EVALUATION

Absenteeism was cut almost in half among the 25 percent of the students who were failing.

During the first quarter when traditional methods were used, a high percentage of the students scored under 50 percent on test items; after the learning station concept was implemented, only rarely did a student score under 50 percent.

Student frustration and apathy decreased substantially. Willingness to complete or correct past activities increased; the self-concept and morale of slower students improved because they experienced success at many stations.

Student willingness to read and follow instruction independently increased dramatically and efforts by students to design their own learning experiences increased.

MATERIALS AVAILABLE

A report called *Social Studies Activity Learning Center: A New Dimension in Personalized Learning* describes the concept in detail and provides many samples and ideas for variation and adaptation. It is written by the teacher who designed and implemented the concept, Roy J. Culley.

ADDITIONAL INFORMATION

For further information, or a copy of the report, write to:

Donald L. Bunyard, Vice Principal
Marshfield Senior High School
Tenth and Ingersoll
Coos Bay, Oregon 97420

TARGET GROUP
Selected students, grade 12

SUBJECT AREA
State and local government and community service

TYPE OF RESOURCE
Operational model demonstrating:
Off-campus study
Work experience
Independent research
Classroom sharing techniques
Cooperative planning among agencies and schools

TYPE OF EVALUATION
Third-party evaluation using:
Criterion-referenced tests
Observation schedules
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

GRASP: GOVERNMENT RESPONSIBILITY AND STUDENT PARTICIPATION

Marion County Intermediate Education District
Marvin Covey, Superintendent

PROBLEM

Although state and local governments directly affect almost every aspect of the lives and activities of citizens, they maintain such a complicated, and costly, network of services that most parents do not have the background to help their children understand the "system."

The classroom teacher has not had, until recently, an opportunity to learn about state and local government except in a very theoretical and general context.

As a result, most students leave high school and college (and, at 18, begin to vote) with a very limited knowledge of the governmental bureaucracies and services which are supported with their tax dollars.

PURPOSE

The GRASP project is organized to test two hypotheses:

1. Students will be motivated to learn more about state and local government if they have opportunities to work in government agencies while they are studying the theory and structure of government in the classroom.
2. A network of cooperating high schools and government agencies can be established which will:
   - Provide students with "hands on" experiences in government and community service activities
   - Increase classroom teachers' knowledge of state and local government so that student experiences can be related to classroom learning
   - Provide information and guidance to agency representatives so that they can plan meaningful experiences for students assigned to them.

PROCEDURES

A project director and assistant director were appointed and are paid by the Marion County IED.

An advisory council works with the IED staff. The council consists of government supervisors, school coordinators, GRASP students, high school principals and teachers.

Eighteen high schools, with a total senior class enrollment of 2,506, participate in the project. Each school forms its own GRASP council made up of a school administrator, teacher, students and counselor. This group sets policies for its school and screens student participants.

Agencies willing to work with students are recruited by the central staff. Students are assigned to agencies on the basis of expressed interests.

Students share their experiences with classmates according to reporting procedures established by their schools.

The central staff works with participating students to orient them to their agency responsibilities, monitor their activities and evaluate their progress.

In 1972-73, 200 students were placed in 75 state, county and city agencies.

Government in Oregon, a teachers' resource handbook, is used to provide background information for both teachers and students.

EVALUATION

A third-party evaluator is working with the project, but because it is in the third year of a three-year developmental cycle, final evaluation reports are not available. However, preliminary reports are on file.

Pre- and post-testing is one strategy in use, plus activity logs and observation schedules.

The project has received strong support from students, parents and agency personnel involved. Preliminary evaluation findings indicate that participating students are making substantial gains in self-understanding and self-concept, and some are even finding career interests.

FURTHER INFORMATION:

For additional information, write to:

Mrs. Ardyth L. Badger, Director
GRASP Project
Marion County Intermediate Education District
681 Center Street NE
Salem, Oregon 97301

Reba Stoops (right) from North Salem High School, an intern in the GRASP program, works with Dea Knickerbocker at the Capitol tour guide office.

TARGET GROUP
Drug or alcohol abusers
Students or adults with emotional problems

SUBJECT AREA
Telephone counseling
Community service

TYPE OF RESOURCE
Operational program demonstrating:
Conflict resolution
Telephone counseling techniques
Cooperative planning with community
Volunteer recruitment and training

TYPE OF EVALUATION
Self-evaluation based on:
Observation schedules
Case studies

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

HOT LINE PROGRAM

David Douglas School District
Howard F. Horner, Superintendent

PROBLEM

Drug and alcohol abuse and the resultant emotional problems of young people in grades 7 through 12 have reached alarming proportions within the Portland metropolitan area. The few agencies that offer programs of prevention and treatment operate during regular working hours only; they do not operate at night or on weekends.

PURPOSE

The intent of the Hot Line project is to provide constant counseling and information for students and adults in the metropolitan area during the evening hours and weekends by establishing a phone and walk-in service. Another major goal of the project has been to develop materials for training those people operating the Hot Line Center.

PROCEDURES

The Hot Line Center is located in the basement of a church located in the southeastern metropolitan area. Four telephones are used by Hot Line volunteers during the evening and early morning hours. During the week when the center is not manned, an automatic device transfers calls coming into the center to the David Douglas High School counseling office.

Fifty thousand cards were printed listing the center's telephone number and hours. Staff and volunteers distributed these cards to over 40,000 students and adults throughout the metropolitan area. Cards were placed in high school libraries and counseling offices, banks, grocery stores, restaurants and many other locations.

Volunteer training began in the second year of the project's operation. Training class schedules are posted throughout the community and volunteers are actively recruited. Volunteers must be at least 16 years old. Training instructors are responsible for screening out those individuals who appear to have difficulties in communicating and interacting with other trainees and volunteers.

Mt. Hood Community College offers the training program as an accredited course within the vocational-cultural enrichment section of the Associate of Arts Degree (two-year) program.

Training consists of three-hour class sessions over a ten-week period and ten hours of on-the-job experience.

The following topics are generally presented:

- General information about the Hot Line Center
- Crisis theory and phone techniques
- Listening
- Pharmacological aspects of drugs and drug abuse
- Juvenile problems
- Legals aspects of youth and Hot Line
- Telephone counseling
- Use of the teletrainers
- Sex calls and referral techniques.

EVALUATION

Official evaluation of the project has dealt only with materials development. However, the volume of calls is an important indicator of the project's success. Calls handled have increased from 6,000 during the project's first six months of operation to 27,636 in 1972 and an estimated 27,800 in 1973. Fifty-two percent of the calls were concerned with emotional problems resulting from health or family troubles. Many of these were potential suicides. Thirty-one percent of the calls were drug-related. Informal assess-

ment of the project by officials of such agencies as David Douglas School District and Metropolitan Youth Commission indicate that Hot Line has been highly successful in meeting its objectives.

MATERIALS AVAILABLE

An adopter's guide, *Manual for Developing a Crisis Counseling Program,* includes guidelines for training volunteers and can be used by volunteers as a reference manual. Copies are available to Oregon districts free of charge. Write to the Documents Clerk, State Department of Education, 942 Lancaster Drive NE, Salem, Oregon 97310.

FURTHER INFORMATION

For additional information about the project, contact:

Don E. O'Neill, Project Director
Hot Line Project
David Douglas School District
2900 SE 122nd Avenue
Portland, Oregon 97236

TARGET GROUP
Classroom teachers, all levels

SUBJECT AREAS
Social studies
Economics
Mathematics
Modern problems
Government

TYPE OF RESOURCE
Handbook of information and instructional resources

TYPE OF EVALUATION
None

SOURCE OF DEVELOPMENTAL FUNDS
Oregon State Department of Education

GOVERNMENT IN OREGON: TEACHERS' RESOURCE HANDBOOK ON STATE AND LOCAL GOVERNMENT

Social Responsibility Project
Oregon State Department of Education

PROBLEM

When this country lowered the voting age to 18, schools were challenged to provide new voters with the skills and knowledge necessary for participation in government at all levels.

It is probably true today that the average Oregonian knows far more about the national government than he does about government on the local level.

While teachers have easy access to educational materials on all facets of the federal government, information for the study of state and local government is not so readily available.

PURPOSE AND CONTENT

The handbook collects and relates information from many sources, suggesting ways it can be used in curriculum.

The handbook is organized around four key political science concepts that stress interrelationships between units of government. For specific grade levels, related concepts are identified.

Teaching strategies called "lines of inquiry" and "action ideas" are included in each major section of the handbook. These strategies are designed to carry the learner beyond memorization of facts into activities which emphasize application and involvement.

Many resources in the handbook may be duplicated for direct classroom use: numerous graphs, charts, quotations, extracts, cartoons, questionnaires, and instruments of analysis.

EVALUATION

The handbook has not been evaluated.

FURTHER INFORMATION

For additional information, contact:

Al Grubb, Social Responsibility Specialist
Basic Education Division
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

For copies of the handbook, available to Oregon schools without charge, write to the Documents Clerk of the State Department of Education at the above address.

TARGET GROUP
Classroom teachers, all levels
School building administrators

SUBJECT AREAS
Math
Science
Social Studies
Modern Problems
Environmental studies

TYPE OF RESOURCE
Handbook of information and teaching resources

TYPE OF EVALUATION
None

SOURCE OF DEVELOPMENTAL FUNDS
Oregon State Department of Education

ENERGY CRISIS: TEACHING RESOURCES

Special Emergency Services Project
Oregon State Department of Education

PROBLEM

During the winter and spring of 1973, a very dry season reduced the water storage behind Oregon dams to the lowest level since 1944, one of the five lowest in 95 years. Oregon depends on hydroelectric plants for 80 to 90 percent of its electricity supply.

The Middle East crisis and other international events in the late fall of 1973 caused shortages in fuel oil and gasoline across the nation.

Both hydroelectric and petroleum shortages created a crisis situation which demanded that people find voluntary ways to curtail their energy consumption or face mandatory energy cutbacks and, possibly, total power failures.

In October 1973, the Governor and State Superintendent of Public Instruction designated the first week of December as "Energy Crisis Week" in Oregon public schools. During this week, schools were urged to serve as a resource/instruction center for students and the public, to stress the urgency of the energy crisis and possibilities for action.

PURPOSE AND CONTENT

The handbook provides school teachers and administrators with teaching ideas and information about the energy crisis. It is organized into four sections, with a glossary and bibliography in the appendix.

I. Information for teachers: background information, facts, graphs and charts, suitable for duplication and use in a variety of instructional settings.

II. Classroom ideas: sample lesson plans, short term projects and teaching ideas—interdisciplinary and organized according to grade levels K-3, 4-6, 7-9, 10-12, and the community college level.

III. All-school activities: a checklist for energy conservation in school buildings and suggestions for activities to encourage energy crisis awareness.

IV. Home survey handbook: energy conservation information for private homes and a savings checklist.

EVALUATION

The handbook has not been evaluated.

FURTHER INFORMATION

For additional information, contact:

Wendell Curry, Emergency Services Specialist
Emergency Services Division
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

The handbook is available to Oregon educators at no charge; for out-of-state orders, the cost is $2. Write to Documents Clerk of the State Department of Education at the above address.

TARGET GROUP
All students, grades 1-6

SUBJECT AREAS
Career awareness
Language arts
Social studies
Science
Mathematics
Art
Music
Health

TYPE OF RESOURCE
Career awareness curriculum guides

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
Vocational Education Act—Research and Exemplary Funds

INCREASING CAREER AWARENESS OF ELEMENTARY SCHOOL STUDENTS

Pleasant Hill School District
Tigard School District
Springfield School District

PROBLEM

There are approximately 29,000 different kinds of occupations identified and described in the *Dictionary of Occupational Titles*, compiled by the U.S. Office of Education. In order for young people to be able to choose careers that are compatible with their personal interests and talents, they must be made aware of the variety and scope of career opportunities available to them.

However, schools must find a way to create such awareness without adding a separate course of study to already overburdened curriculums.

PURPOSE AND PROCEDURES

In 1970 and 1971, the State Department of Education began to encourage several school districts to develop curriculum materials that would enable elementary teachers to integrate career awareness activities into traditional subject-area instruction.

Teachers were given extensive in-service training. They participated in identifying career awareness activities, developed the guidelines for integrating these activities into various subject area instruction, field tested the materials, and kept records of their experiences with the materials so that they could be evaluated and revised.

MATERIALS AVAILABLE

Increasing the Career Awareness of Primary and Elementary School Children, Grades 1-6 ($3.50). Developed by teachers in the Pleasant Hill School District, the guide is organized by grade and subject level and is divided into the following parts: subject, unit, concept, objective, learning activity, materials and resources, and evaluation activities. Student pre- and post-tests are included, along with job description forms and a sample field trip questionnaire. Copies can be obtained by writing to:

Darrell Jones
Pleasant Hill School District
Route 8, Box 750
Pleasant Hill, Oregon 97401

A *Career Awareness Guide* ($3) was developed by Templeton Elementary School teachers in the Tigard School District. A transportable in-service model, field trip guide and advisory committee guidelines are also available. To obtain these materials, write to:

Jerry McBath
Tigard Career Education Project
Tigard School District
Tigard, Oregon 97223

Elementary Careers Oriented Relevant Education, produced by teachers at the Mt. Vernon Elementary School in the Springfield School District, incorporates activity learning in an interdisciplinary and multi-media approach. To obtain a copy, write to:

Hartley Troftgruben, Coordinator
Career Education
525 Mill Street
Springfield, Oregon 97477

EVALUATION

All three of the guides described above have been field tested and revised by

teachers in the three districts.

FURTHER INFORMATION

For information concerning the three projects described, write to the coordinators listed above. For additional information concerning career awareness programs in Oregon schools, contact:

John Davies
Career Awareness Specialist
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

TARGET GROUP
All students, grades 3-8

SUBJECT AREA
Career awareness

TYPE OF RESOURCE
Instructional units and teachers' guide

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

CAREER ORIENTATION USING LANGUAGE DEVELOPMENT

Coos County Intermediate Education District
Thomas J. Walker, Superintendent

PURPOSE

The Coos County IED project is developing learning packages that will enable teachers to combine the development of language facility with the development of career awareness.

CONTENT

To date, 16 instructional packages have been developed on the lumbering industry for grades 3 through 8. Another 16 packages will be produced this year dealing with the fishing industry, followed by the production of six packages on other occupations such as dairying, tourism, marketing, and ecology. Each package describes:

- Verbal skills to be acquired
- Concepts to be developed
- Vocabulary lists and definitions
- Definitions of key occupations and job descriptions
- Economic and environmental factors related to key occupations
- Alternative learning activities
- Horizontal and vertical relationships of each unit with all other units.

In addition, a teacher's guide has been developed which includes lists of supplementary instructional materials including videotapes, film loops, slide-tape sets, transparencies, films, books, pamphlets and records.

EVALUATION

Each unit is tested by several schools in the county. Data is still being collected concerning how children have benefited from using the materials on lumbering. Informal reports from teachers who are working with the packages indicate that students are showing considerable interest and extending their vocabularies and their knowledge of the industry.

FURTHER INFORMATION

For additional information about the project, write to:

Don Day, Coordinator
COULD Project
Coos Intermediate Education District
2405 Colorado Street
Coos Bay, Oregon 97420

TARGET GROUP
All students, grades 9-12

SUBJECT AREA
Career exploration

TYPE OF RESOURCE
Guidelines for interpreting GATB and ICL
In-service training courses

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
Vocational Education Act

COMPUTER-ASSISTED OCCUPATIONAL EXPLORATION

Clackamas County Intermediate Education District
Verne A. Duncan, Superintendent

PROBLEM

Many schools in Oregon use the General Aptitude Test Battery and the United States Employment Service Interest Check List to assess aptitudes and interests of high school students as they relate to career choices. However, using the results of these test batteries has always been difficult and time-consuming, because no guidelines for interpreting test results were available.

PURPOSE

To develop guidelines for the interpretation of the GATB and ICL that will enable teachers and students to use computer printouts of test results:

- To identify personal interests and aptitudes in career cluster areas (as related to the Dictionary of Occupational Titles).
- To determine whether personal interests are primarily in working with data, people or things.
- To help students select careers which they want to explore.

PROCEDURES

The U.S. Employment Service provides information concerning the requirements which must be met to use GATB/ICL. Extensive in-service training is one of the requirements. The training is currently provided by the Employment Service, but soon these training programs will also be available at selected state colleges or universities.

Teachers and counselors can be trained as proctors (5 hours), administrators (15 hours), or classroom specialists (30 hours). Eventually, undergraduate or graduate credit will be offered for this training. A full 30-hour training course will be the equivalent of three credit hours and will cost approximately $92.50.

MATERIALS AVAILABLE

Student Guide for the Interpretation of the GATB and *Computer Assisted Occupational Exploration: GATB Handbook* are available at no charge.

FURTHER INFORMATION

For copies of the guides, or for additional information concerning these projects, write to:

Tom Williams, Specialist
Career Exploration
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

TARGET GROUP
All students, grades 7-8

SUBJECT AREA
Career exploration

TYPE OF RESOURCE
Operational model demonstrating:
An interdisciplinary approach involving all subject areas
Cooperative planning with community members
Resource center development and use

TYPE OF EVALUATION
Third-party evaluation

SOURCE OF DEVELOPMENTAL FUNDS
Vocational Education Act

AN INTEGRATED APPROACH TO JUNIOR HIGH SCHOOL CAREER EDUCATION

Eugene School District
Thomas W. Payzant, Superintendent

PROBLEM

For years educators have been grappling with the problem of how to do a better job of preparing those students who do not plan to go to college. A major challenge is to help students make career choices on the basis of actual experience in, or personal observation of, the kinds of work available in career clusters.

PURPOSE

The purpose of the project at Cal Young Junior High School is to provide career exploration opportunities to all seventh and eighth grade students, including the study of: career clusters, the vocabulary of the world of work, correct job application procedures, typical work heierarchies and typical family budgeting requirements.

PROCEDURES

A career education committee was formed at the school, and a staff member assumed primary responsibility for the program.

A full-time career education teacher-counselor has been employed to provide guidance and help students develop self-awareness.

Faculty meetings are frequently devoted to career education in-service, and strategies are developed to infuse career education into all subject areas.

A "Career Education Corner" is maintained in the Learning Resource Center.

Over 155 parents and community members are involved in the program, assisting with the learning center and field experiences.

EVALUATION

A third-party evaluation indicates that eight out of eleven program objectives had been met. The report includes a commendation which reads: "One goal of the GIT (Getting It Together) program is for the student to understand the meaning of job-related terms such as cheerful, confident, reliable, self-controlled and pleasant. The evaluation team observed that the students understood the meaning of these terms. More importantly, however, it was observed that these terms reflect the behavior, conduct and mood of the students in their school."

MATERIALS AVAILABLE

A course guide for the GIT Career Education Program is available and includes lesson plans, all materials needed for each lesson, and a complete bibliography of suggested references.

FURTHER INFORMATION

To obtain copies of the guide, or for additional information concerning the project, write to:

Robert F. Berkley, Director
Career Education Project
Cal Young Junior High School
2555 Gilham Road
Eugene, Oregon 97401

Students at Cal Young Jr. High School use computer questionnaire to explore careers as part of the Integrated Approach to Junior High School Career Ed Project. *(See page 77.)*

TARGET GROUP
All students, grades 6-9

SUBJECT AREA
Industrial arts

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Skill profile development and use
Learning package development and use
Activity learning
Multi-media instruction
Student self-evaluation
Student planning
Cooperative planning with other districts

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

OCCUPATIONAL VERSATILITY PROJECT

Bend School District
Wyatt Rosenbaum, Superintendent

Albany Union High District
Marvin L. Evans, Superintendent

PROBLEM

Teachers who designed this approach to industrial arts education were frustrated with traditional methods of instruction and set out to find strategies for meeting individual needs of students, especially in the development of problem-solving and decision-making skills.

PURPOSE

The Occupational Versatility Project seeks to establish an instructional situation in which each student will be able to:

- Determine his own immediate objectives
- Instruct himself in the procedures and skills necessary to achieve these objectives
- Evaluate his own efforts.

PROCEDURES

The concept was developed originally by teachers in the Highline School District in Washington. When it was determined that the program could be replicated by other schools, Bend School District was chosen as the demonstration site. Bend teachers found it necessary to make significant changes in their instructional modes. They consulted frequently with the Highline teachers who had created and developed the concept.

Project participants include students from grades seven through nine. Both boys and girls are enrolled. Students work independently and together.

The staff consists of a project director, three other instructors and an administrative aide. Staff members meet weekly to evaluate progress and revise procedures when necessary.

Each student maintains a notebook in which he records his attendance, materials purchased, performance record, power equipment used, and all of his plans and procedures. The student record system removes much of the day-to-day managerial burden from the instructor.

Instructors are guides and resource persons rather than directors. Students direct their own activities.

Separate shops for wood, metal and drawing were remodeled into a large, single-room shop. Students can work with woods, plastics, power, electricity and electronics, bench metals, sheet metals, art and machine metals, forge and foundry, arc and gas welding, graphics, planning and drafting, construction, masonry, glass and tile. They have access to career guidance and career exploration opportunities.

Each of the areas is self-contained and organized with open storage, making all tools, supplies, instructional materials and project samples readily available to students. Areas are color-coded for easy maintenance, and all tools and materials are labeled to make them readily identifiable. Machines are also color-coded to national standards.

EVALUATION

Five assessment instruments were used. During the project's first year (1972-73) student performance, both in terms of the maintenance of personal records and assessment results, was better than expected. The third-party evaluator determined that project equipment, materials, activities and procedures at the Bend site replicated the Highline project, and the resultant student performances were comparable to those obtained in the Highline

sites.

Some of the informal outcomes noted by the evaluator were:

- The ease with which project teachers were able to move into the counseling (as opposed to the instructional) role.
- While students were exposed to a greater variety of instructional options than had been the case in the traditional program, there was a more efficient use of shop tools and equipment, because not all students were concentrated within a single activity area.
- There was improved use of student time, because of the self-contained aspects of the various activity areas.

MATERIALS AVAILABLE

An adopter's guide will be developed this year. In the meantime, the *Occupational Versatility Final Evaluation Report* is available.

FURTHER INFORMATION

The Bend and Albany School Districts will serve as demonstration sites during the 1973-74 school year. For information, write to:

Douglas Olds, Director
Occupational Versatility Project
Bend School District
Bend, Oregon 97701

Lee Biattner, or
Jack Grossnicklaus, Director
Albany Occupational
Versatility Project
2010 S. Elm
Albany, Oregon 97321

TARGET GROUP
Primarily disadvantaged students, grades 6-10

SUBJECT AREAS
Mathematics
Social studies
Reading
Career exploration

TYPE OF RESOURCE
Operational model demonstrating:
Integration of career information into basic subject areas
Cooperative planning with other agencies
Parent involvement
Use of community advisory committees
Off-campus activities

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

RIVERGATE CAREER EDUCATION PROJECT

Portland School District
Robert W. Blanchard, Superintendent

PROBLEM

Approximately 80 percent of the students in the Rivergate area, who attend Roosevelt High, Portsmouth Middle, Sitton Elementary, Assumption and Holy Cross schools, do not pursue further education immediately upon completing high school. Consequently, they need a strong program in career education, which none of their schools was providing prior to the Rivergate Project.

Because many of the students are from families with no working parent (families on welfare), their schools need to provide experiences that will develop positive attitudes about work and career opportunities.

PURPOSE

A major purpose of the Rivergate Project is to provide a broad, continuous program of career exploration activities which begins in grade 6 and continues through grade 10. Major emphasis is given to providing information about career opportunities in the Rivergate area: educational requirements, life styles, working conditions and other characteristics of each identified career area.

PROCEDURES

Goals (desired outcomes) have been written for three components of the project–management, support services and education/training.

Teachers representing the five project schools participated in a one-week workshop and prepared a career exploration pilot curriculum for grades 6 through 10.

Building coordinators, under the supervision of building principals and the project director, assist teachers in implementing the curriculum. Specific tasks are outlined in their job descriptions.

Throughout the school year, participating teachers are asked to select and try activity units corresponding to the curriculum goals. They are also asked to record specific details of unit implementation and effectiveness.

A Citizens' Advisory Committee meets regularly to initiate and respond to requests for information concerning project problems or issues.

Thirty community organizations, businesses and city or state agencies assist with student field trips.

A Career Resource Center is maintained at Roosevelt High School and is available to students and community residents. It contains career information materials.

Teachers participate in a winter quarter workshop to revise and improve the pilot curriculum.

EVALUATION

A third-party interim evaluation was made during the second year of the project's operation while several aspects of the project were still undergoing development. It was the evaluator's opinion that a few of the management, support and education/training objectives require a degree of achievement that is unrealistic, and, except in these instances, progress toward achieving objectives is fairly good.

At the time of the evaluation, many teachers were not satisfied with the pilot curriculum materials and they are undergoing extensive revisions.

Data on student achievement is still inconclusive because of the limited time that students have been exposed to career exploration activities and the need

to improve testing and record-keeping procedures.

RESOURCE MATERIALS

One of the most valuable outcomes of the Rivergate Project to date is the *Year-End Evaluation Report, 1972-73.* It provides clear and impressive evidence of the way in which systematic planning and evaluation can facilitate the successful integration of new and promising practices into an ongoing educational system.

FURTHER INFORMATION

For a copy of the above report, or additional information concerning the Rivergate Project, write to:

John Ries, Director
Rivergate Career Education Project
6941 N. Central
Portland, Oregon 97203

TARGET GROUP
All students, 1-12

SUBJECT AREA
Career education

TYPE OF RESOURCE
Operational model demonstrating:
A 1-12, multi-cluster career education program
Single cluster career preparation programs, 10-12

TYPE OF EVALUATION
Third-party and self-evaluations

SOURCE OF DEVELOPMENTAL FUNDS
Vocational Education Act

SINGLE-MULTI-CLUSTER CAREER EDUCATION PROGRAM

Oregon State Department of Education
12 Oregon High Schools

PROBLEM

Friendships, life style, community service, voting habits, citizenship, leisure time and family life are all vitally affected by career choice and occupational level. Knowing this, educators have long been convinced that high school programs should give more attention to career education as a vehicle for helping every student to make at least a tentative career choice and to prepare himself for entry into a related occupation or appropriate post-secondary training.

One very critical problem has been the need to overcome negative attitudes toward vocational education and encourage districts to broaden their scope so that they provide learning opportunities that are meaningful and useful for all students.

PURPOSE

A multi-cluster career education program has several purposes. One is to enable younger students to recognize and explore the common characteristics of occupations in many broad career fields. Another is to enable most high school students to acquire skills that will prepare them for entry into a number of related occupations in their chosen career fields, or for entry into more specialized post-secondary training.

A major goal of the Hermiston High School developmental project is to integrate career awareness, career exploration and a multi-cluster career preparation program into the total 1-12 curriculum so that career education is part of every student's school experience. Cluster programs offered include:

- Metals
- Agriculture
- Marketing
- Industrial Mechanics
- Food Services
- Office Occupations.

Other pilot programs have developed models for career preparation in a single cluster area. They include:

Demonstration Site	Cluster
Madison High School (Portland)	Marketing
Aloha High School (Beaverton)	Food Service
Roosevelt High School (Portland)	Metals
Owen O. Sabin Occupational Skills Center (Milwaukie)	Electronics
Lebanon High School	Office Occupations
Adams High School (Portland)	Mechanical
Cascade High School (Turner)	Agriculture
Gresham High School	Bookkeeping-Accounting
Grants Pass High School	Health Occupations
Canby High School	Construction
Pleasant Hill High School	Forest Products
Scappoose High School	Metals

PROCEDURES

The local district gathers data to determine the need for expanding career education offerings and to guide the selection of occupational programs.

Surveys are made of student interest and student achievement in reading and mathematics.

In-service programs acquaint key personnel with the career cluster concept. Teachers analyze student needs and develop programs and guidelines.

Occupational cluster advisory committees involve a cross-section of the community in developing budgets, instructional content and in-service programs.

Guidance personnel work with students in a structured career decision-making process. They provide placement services, and conduct follow-up studies.

Work experience, participation in youth organizations and individualized instruction are an integral part of the program.

Costs of installing these practices will vary greatly from district to district. Initial costs will include released time for long-range planning, staff development, instructional materails development and adaptation, and facilities. Continuing costs will include coordination of instructional activities—in school and in the community, and instructional costs for an expanded career preparation program in grades 10-12.

EVALUATION

All projects have formative evaluations three times a year by State Department of Education staff members. Each project conducts an annual self-evaluation which is verified by an outside team.

MATERIALS AVAILABLE

The Hermiston project has developed a long-range plan, assessment instruments, career awareness guidelines and curriculum guides for each of the clusters. Similar materials have been developed by the other projects.

FURTHER INFORMATION

For additional information, or a catalog of available career education materials, contact:

Leonard Kunzman, Director
Career Education Division
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

TARGET GROUP
Noncollege-bound students in rural areas

SUBJECT AREAS
Agriculture
Building construction
Business education
Clerical occupations
English
Electricity occupations
Health occupations
Industrial mechanics
Mathematics
Metals occupations
Steno-secretarial occupations

TYPE OF RESOURCE
Operational model demonstrating:
Cooperative arrangements for a county-wide curriculum
A student exchange system
Countywide staff development
Diagnosis and prescription
Skill profile development and use
Student self-evaluation
Work experience arrangements
Career counseling
Articulation with community college program
Shared time and services
Extended day

TYPE OF EVALUATION
Third-party evaluation using:
Achievement tests
Observation schedules
Activity logs
Questionnaires

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

A MULTI-DISTRICT CAREER EDUCATION PROGRAM

Malheur County Intermediate Education District
Leroy J. Paulsen, Superintendent

PROBLEM

High schools in sparsely populated areas are not able to offer students a wide variety of choices for career exploration and preparation. Too often, programs are limited to home economics and industrial arts courses.

PURPOSE

Malheur County IED has piloted an effort to coordinate a career education program involving five high schools, a community college and businessmen in the county. The project goal is to develop a quality career education program that will engage the interest and improve the performance of noncollege-bound students by offering them opportunities to gain entry-level occupational skills in any one of five career clusters:

- Metals
- Mechanics
- Office Occupations
- Building Trades
- Health Occupations.

The project seeks to develop a system that would cost less per student than if each school operated separate and less diversified programs.

The project received federal funding to develop a model delivery system so that high schools in other regions of the state would have guidelines for adopting identical, or similar, programs.

PROCEDURES

Specialists in each of the five career clusters are employed by the IED and are assigned to each of the high schools on a rotating basis.

In several cases, if another high school has better facilities and equipment in a specific area, students are transported to take advantage of that program.

A countywide in-service program is maintained to help junior high and high school teachers integrate career information and preparation into their total curriculum.

Arrangements have been made for high school students to take courses offered at Treasure Valley Community College, and the college provides counseling services for students in small rural high schools.

Summer programs are conducted for disadvantaged students to give them extra help with basic skills and career preparation.

Arrangements to provide students with practical on-the-job experience include many community-based projects. In Vale, the construction class created a restroom and arbor for the city and a resource center and shop for the high school. Students remodeled a vacant building that is now used for the city library. In Nyssa, students built bleachers for the high school, a minister's home, a footbridge and a building to house the future mechanics program at the high school. In Ontario, students have built a house with money supplied by local businessmen through a nonprofit corporation. Nyssa and Vale now have similar programs.

A placement program is being developed to help find employment for graduating seniors or encourage them to enroll in advanced training programs.

To adopt this program, expenditures by the local IED would include hiring approximately five teachers, paying for their travel and buying a minimal amount of supplies and equipment.

EVALUATION

Evaluative data has been collected in several ways. According to a third-party evaluator, analysis of the data indicates that grades and attendance rates have improved, dropout rates have decreased, and students are enjoying school more as they develop skills that will be marketable when they graduate.

Opinion surveys indicate that a high percentage of staff, administration, students, parents, and local businessmen are involved in and support the project.

RESOURCE MATERIALS

The project has developed a manual which describes the program in detail and provides guidelines for districts that want to adopt or adapt similar programs. It will be published by the State Department of Education in January of 1974 and can be obtained by writing to the State Department of Education, Documents Clerk, 942 Lancaster Drive NE, Salem, Oregon 97310. Ask for: *Process Model for Developing a Multi-District Cooperative Career Education Program.*

FURTHER INFORMATION

For additional information about the project, write to:

Sam Banner, Project Director
Occupational Education for the Noncollege-Bound Student
Malheur County Intermediate Education District
P.O. Box 156
Vale, Oregon 97918

TARGET GROUPS
All students, grades 10-12
Career education teachers

SUBJECT AREAS
Electronics
Drafting
Auto mechanics
Construction
Bookkeeping and Accounting
Home economics
Industrial mechanics
Metals

TYPE OF RESOURCE
Learning packages
In-service training in their use and evaluation

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
Educational Coordinating Council
State Department of Education
Community colleges in Oregon
Participating high schools

INDIVIDUALIZED LEARNING SYSTEMS FOR TEN OCCUPATIONAL AREAS

Career Education and Manpower Training
State Department of Education

PROBLEM

Most educators share the belief that individualized instruction enhances educational outcomes for students. However, there are many problems inherent in changing from a traditional to an individualized approach. Not the least of these is the development of individualized learning packages.

PURPOSE

The purpose of the Individualized Learning Systems Project is to produce learning packages that will enable students:

- To progress at their own learning rate
- To enter or exit at any time during the school year
- To receive credit for previous education or experience.

CONTENT AND PROCEDURES

The learning packages are produced by teams of high school and community college teachers in Oregon.

A standard format that has proved successful in field tests with students has been adopted and used almost exclusively in the production of the packages. It is a format that permits easy modification without loss of continuity.

For the most part, packages consist solely of printed materials. However, many districts have successfully combined these materials with locally produced slide tape or other audiovisual materials.

Packages are produced on a schedule which gives priority to occupations offering students the greatest opportunity for job placement. They relate to knowledge and skills considered essential to each occupation.

In-service training is available upon request to help teachers use and evaluate the learning packages.

EVALUATION

Field tests of the materials are usually conducted by the project writers in their own schools or colleges. If a good cross-section is not represented, other sites are selected so that field tests reach all levels of students.

The published materials have been used successfully in community colleges and high schools throughout the state.

MATERIALS AVAILABLE

The following Individualized Learning Systems are available from Continuing Education Publications, Waldo 100, Corvallis, Oregon 97331:

Electronics, 218 learning packets, $60 a set
Drafting, 211 learning packets, $55 a set
Auto Mechanics, 100 learning packets, $27.50 a set
Construction, 150 learning packets, $40 a set
Bookkeeping and Accounting, 85 learning packets, $23.50 a set
Home Economics, 59 learning packets, $17.50 a set
Industrial Mechanics, 140 learning packets, $37.50 a set
Metals, 132 learning packets, $35 a set
Machine Tools, 74 learning packets, $21 a set

Individual packets are available in quantity at 22 cents each and singly at 25 cents each.

FURTHER INFORMATION

For additional information about the learning packages or the in-service training program, write to:

Jerry Ludlow, Specialist
Curriculum Development
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

TARGET GROUPS
Blind or partially sighted students, 10-12
Deaf or hard-of-hearing students, 10-12
Educable mentally retarded students, 10-12
Physically handicapped students, 10-12
Speech impaired students, 10-12

SUBJECT AREA
Vocational training

TYPE OF RESOURCE
Operational model demonstrating:
Diagnosis and prescription
Skill profile development and use
Differentiated staffing
Multi-sensory learning
Work experience arrangements
Cooperative planning among schools and agencies

TYPE OF EVALUATION
Third-party evaluation using:
Observation schedules
Case studies
Activity logs

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

VOCATIONAL TRAINING FOR LOW POTENTIAL STUDENTS

Portland School District
Robert W. Blanchard, Superintendent

PROBLEM

Portland School District had identified many high school juniors and seniors, or young adults, who were educationally mentally retarded or physically handicapped. They needed special kinds of evaluation and training in order to be able to profit from traditional sheltered work programs or vocational rehabilitation training programs.

Proper facilities for a vocational evaluation and work training program were not available for students of low academic, social and vocational potential.

PURPOSE

The project has two major objectives:

1. To provide necessary evaluation and training for low potential students so that they can function successfully in work-training programs or in actual work settings
2. To establish a system in which two public agencies at different governmental levels could cooperate in identifying and meeting the vocational needs of mentally and physically handicapped youth.

PROCEDURES

Student evaluation takes from four to six weeks and includes interviews with referral agencies, special education teachers who have worked with the student, the student and his parents.

Students are given a series of job sampling activities and are carefully observed. In this phase students learn a number of basic techniques for unskilled jobs, such as use of basic power equipment, some food services and domestic skills, simple office procedures and piecework for pay.

Following the job sampling phase, the staff evaluates each student's record, interviews and test scores and develops a vocational training plan for him. The plan's objective is to reinforce the student's vocational abilities and orient him toward work.

Most students spend about half of each session developing particular vocational skills and the remaining time in a workshop doing piecework for pay. Counseling and tutoring are carried on constantly as each student's performance gives evidence of specific needs.

Students leave the program when their project plans are completed usually after 8 to 16 weeks.

EVALUATION

During the first year of operation, 76 low potential students completed a vocational plan. A rather extensive and complete follow-up was done regarding their work record during the two years since they had left the vocational center. The study concluded that the original prognosis of employability was correct.

- The top 25 percent of any such group of students is almost sure to be employable in a competitive labor market.
- The bottom 25 percent will probably be able to produce less than one-half as much as the average industrial worker in business and industry and will be limited to a sheltered, or subsidized, type of employment.
- The middle 50 percent is marginally employable in the competitive labor market. Under favorable conditions, he can produce from 64 to 85 percent

as much as the average employee produces. These workers will be alternately employed and unemployed, depending upon demand in the labor market, the appropriateness of the job and the working conditions.

If two or three clients become competitively employable and are kept off of public welfare, the entire cost of operating the training center for a year will balance out.

MATERIALS AVAILABLE

A program operations handbook has been developed by the project staff which contains all the information needed by a school district to implement a similar program. Published under separate cover are:

- Descriptions of specific, appropriate jobs and assignments
- Curriculum evaluation forms
- Project record and evaluation forms.

FURTHER INFORMATION

To obtain the handbook and other materials, or for additional information, write:

Vernon Thomas, Director
Vocational Training for Low Potential Students
1820 NE 40th Avenue
Portland, Oregon 97212

TARGET GROUP
Able and gifted students, grade 12

SUBJECT AREAS
Agriculture
Biology
History
Industrial mechanics
Mathematics
Physical education
Steno-secretarial occupations
Drafting
Chemistry

TYPE OF RESOURCE
Operational model demonstrating:
Learning package development and use
Independent study arrangements
Tutoring strategies
Cooperative planning by a high school, community college, and IED
Credit granting arrangements

TYPE OF EVALUATION
Self-evaluation

SOURCE OF DEVELOPMENTAL FUNDS
Malheur Intermediate Education District

ADVANCED PLACEMENT PROGRAM

Malheur County Intermediate Education District
Leroy Paulsen, Superintendent

PROBLEM

In 1972-73, the Malheur County Intermediate Education District identified over 130 superior or gifted seniors in seven high schools who needed advanced or enriched instruction in many subject areas. Because the high schools are all small, they do not have the necessary resources to provide this kind of instruction for a limited number of students.

PURPOSE

The program was initiated to develop a model for involving teachers from the seven high schools and Treasure Valley Community College in cooperative planning that would enable advanced students to obtain college undergraduate credits for certain course work successfully completed in high school.

PROCEDURES

High school teachers received stipends for time spent in planning sessions and in the development of learning packages.

The community college staff developed tests covering specified course work and established procedures for granting undergraduate credit to students who passed the prepared tests.

EVALUATION

To date, over 150 tests have been administered and, in 130 cases, students have passed the tests and received appropriate credit.

MATERIALS AVAILABLE

Examinations, coordinated syllabi and study guides can be obtained from the IED (see below).

FURTHER INFORMATION

For additional information, write to:

Leroy Paulsen, Superintendent
Malheur County Intermediate Education District
Vale, Oregon 97918

TARGET GROUP
Elementary and secondary teachers

SUBJECT AREAS
All programs

TYPE OF RESOURCE
Operational model demonstrating:
Computerized instructional materials center
Booking procedures

TYPE OF EVALUATION
Cost-effectiveness analysis

SOURCE OF DEVELOPMENTAL FUNDS
Multnomah Intermediate Education District

AN AUTOMATED MEDIA SCHEDULING AND CIRCULATION AND CONTROL SYSTEM

Multnomah County Intermediate Education District
Thomas J. Sommerville, Superintendent

PROBLEM

One booking clerk scheduled over 18,000 films for 70 buildings in 13 participating districts during 1967. Because of the expense of catalog preparation, a new catalog was published only once every three years, with annual supplements. The need was growing for an annual catalog.

PURPOSE

In order to help teachers find useful items and get them when needed with minimum library duplication, a system was developed which included a data base, report formats and catalogs.

PROCEDURES

The system has four main phases:

- Creation and maintenance of the film file
- Catalog creation
- Daily booking and packing of film requests
- Monthly and yearly reports.

Film requests are keypunched onto cards which are processed daily by computer. Record keeping and scheduling is done by computer; individual schedules for delivery and pick-up are sent with each film.

Print-outs of statistics on film usage and school requests are available for staff evaluation at the end of each month.

A master file in the computer is used to make the KWIC (key word in context) index list. Film abstracts punched into cards are read and combined with films in the master file to create the film descriptions list.

EVALUATION

The system is evaluated in two ways: 1) the film *effectiveness* index represents the percentage of requests honored, and 2) the film *efficiency* index describes the ratio of library size to titles. When the manual system was used, the *effectiveness* index was unknown. The first year the new system was in use, the *effectiveness* index stood at 70 percent; in 1971-72 it rose to 90. The *efficiency* index improved from 1.6:1 to 1.2:1 in five years. This improvement indicates better management of inventory and is directly attributable to the automated system.

RESOURCE MATERIALS

The Multnomah County IED Resource Center has published a manual entitled, *An Automated Media Scheduling and Circulation Control System*, giving a complete description of procedures and costs.

FURTHER INFORMATION

To obtain the manual, or for additional information, write to:

David A. Ott, Director
Educational Resource Center
Multnomah County IED
P.O. Box 16657
Portland, Oregon 97216

TARGET GROUP
All students, grades 1-8

SUBJECT AREA
Music

TYPE OF RESOURCE
Operational model demonstrating:
A cost-effective alternative for keyboard instruction
Scope and sequence of keyboard instruction

TYPE OF EVALUATION
Self-evaluation

SOURCE OF DEVELOPMENTAL FUNDS
Newberg School District

EXPERIMENTAL KEYBOARD EXPERIENCE

Newberg School District
Loran A. Douglas, Superintendent

PROBLEM

Music educators have long believed that the keyboard is a most valuable medium for teaching music, because children have the opportunity to use tactile, aural and visual senses simultaneously.

Private or small-group instruction on keyboards is impractical, as is the more expensive electronic piano lab. The simulated keyboards without sound have not been a very satisfying experience for children.

PURPOSE

The Newberg School District's Elementary Music Specialist, Mrs. Patti Beckham, agreed to work with State Department of Education Music Specialist, Del Aebischer, in designing an instructional program around an inexpensive instrument that could be used to teach harmonic as well as melodic and rhythmic concepts in regular elementary general music classes. The three-octave Hohner Melodica was used because it produces a pleasant sound, is relatively well in-tune, has a long enough keyboard to accommodate simple harmonies and melodies, and requires no electric connections. The Melodica must be blown while the keyboard is played, but this seems to present no real obstacle.

PROCEDURES

Classes in the second, fourth, fifth and seventh grades used Melodicas in their general music instruction. Locally developed music charts and songs on ditto paper were used.

Several schedules were tried throughout the year. The amount learned did not seem to vary appreciably between sessions of 30 minutes daily for two weeks and two 15-minute modules twice a week for ten weeks. For purposes of instrument use in other schools, there are some obvious advantages in scheduling two-week sessions.

At the second grade level, the main goal is to expose pupils to the keyboard, teaching them high-low, step-skip and other rhythmic and melodic concepts. Fourth graders can learn much about notation, using whole, half, quarter and eighth note rhythms. They can also manipulate chords. Fifth and seventh graders can learn to play melodies, harmony parts, chords or descants.

EVALUATION

Students at all grade levels responded well to the Melodica and seemed to develop a strong desire to learn more about music. Their personal encounters with music appeared similar to the experience of "finding" a singing voice.

Music specialists who developed the program have concluded that it can be beneficial when offered in two-week sessions at each grade level, or for six to nine weeks at the fifth or sixth grade level.

FURTHER INFORMATION

For additional information, write to:

Del Aebischer, Specialist
Music Education
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

TARGET GROUPS
Low-income teacher candidates
Minority group teacher candidates

SUBJECT AREA
Teacher education

TYPE OF RESOURCE
Operational model demonstrating:
District-based teacher training
Career ladder arrangements
Work-study approach
Interdisciplinary approach
Skill profile development and use
Differentiated staffing
Student self-evaluation
Use of video tape for instruction

TYPE OF EVALUATION
Third-party evaluation using:
Case studies
Observation schedules

SOURCE OF DEVELOPMENTAL FUNDS
Education Professions Development Act, 1967, Section B-2

CAREER OPPORTUNITIES PROGRAM

Salem School District
William M. Kendrick, Superintendent

PROBLEM

There is a recognized need for districts to employ representatives of minority groups as teachers and administrators, but districts are often unable to recruit qualified teachers from these groups. In addition, opportunities to obtain the training and experience necessary to enter the teaching profession should be provided to low-income students, regardless of race.

PURPOSE

The purpose of Career Opportunities Programs is to help local school districts, state educational agencies and institutions of higher learning develop more effective ways to recruit, train and employ low-income persons as teachers and administrators. Each of the 133 pilot school districts approved and funded by the U.S. Office of Education has developed a demonstration program based on the specific needs of schools serving low-income families. Objectives are:

- To attract capable low-income persons into education who would not normally have opportunities for educational careers
- To provide career ladders leading from aide-type jobs to fully certificated teaching (or equivalent) positions
- To help universities and school districts create training programs based on work-study concepts
- To help schools improve the education of low-income children.

PROCEDURES

The Salem School District has hired 33 low-income teacher aides in schools serving low-income children.

The district cooperates with Oregon College of Education in defining the job assignments of these aides and providing a simultaneous educational program for them. OCE provides multi-level staff training, involving administrators, teachers and COP trainees.

A COP trainee must have a high school or GED certificate and demonstrate a strong commitment to becoming a classroom teacher. Each participant's advancement depends on his/her ability, knowledge and motivation. Diagnostic tests are used to determine academic competencies and weaknesses.

Each trainee works with a teacher-supervisor in the district. Career ladders are designed to assure vertical mobility leading to full professional status.

EVALUATION

Questionnaires completed by supervising teachers and principals provide periodic feedback on all aspects of the program while it is in operation. College trainers serve as third-party evaluators.

As a result of this project, personnel from culturally different backgrounds have assumed influential roles in the district's elementary schools.

FURTHER INFORMATION

For additional information, write to:

Jack Grossnickle, Supervisor
Special Programs
Salem School District
2825 Commercial Street S.
Salem, Oregon 97302

TARGET GROUP
Black teacher candidates

SUBJECT AREA
Teacher education

TYPE OF RESOURCE
Operational model demonstrating:
District-based teacher training
Cooperative planning with several teacher education colleges, the IED and the community
Clinical supervision
Teacher recruitment strategies
Computer-assisted instruction
Diagnosis and prescription
Differentiated staffing
Interdisciplinary approach
Intergroup education
Skill profile development and use
Student self-evaluation
Tutorial strategies
Use of video tapes in instruction
Work-study approach

TYPE OF EVALUATION
Third-party evaluation using:
Observation schedules
Sociometric devices

SOURCE OF DEVELOPMENTAL FUNDS
Education Professions Development Act, 1967, Section B-2

THE PORTLAND URBAN TEACHER EDUCATION PROGRAM

Portland School District
Robert W. Blanchard, Superintendent

PROBLEM

The Portland Urban Teacher Education Program (PUTEP) was initiated in 1969. Planners of the new Adams High School, which has a student body considered "inner-city urban," discovered that it was extremely difficult to find certificated Black faculty members. Other schools in the area also needed to hire more certificated minority personnel. Local training institutions and efforts to recruit from outside the geographical region were not meeting this need.

In addition, members of the Adams faculty expressed concern regarding apparent deficiencies in existing teacher training programs. The school district needed to assume more direct responsibility for specialized teacher preparation.

PURPOSE

The Portland Urban Teacher Education Program has two primary goals:

- To recruit, train and certify adults who can work effectively with disadvantaged young people in inner-city school programs
- To assist the school district in its attempt to provide more qualified minority teachers with employment opportunities.

PROCEDURES

The training program begins in August with a two-week orientation at Adams High School. During September the trainees observe ongoing classes and have afternoon seminars. By October 1, the interns begin actual instruction on a gradually increasing schedule. They are supervised by both building and program personnel. Throughout the school year classes are held at Adams, twice a week after school. The program is concluded in June.

When participants successfully complete the intern teaching experience and the university courses, they qualify for certification at the upper elementary or secondary teaching level.

Persons eligible to apply for PUTEP include:

- Any adult who holds a bachelor's degree or who is within 30 quarter hours of a bachelor's degree.
- Any individual who is not a certificated teacher or who has not taught for one year prior to June 1973.
- Any individual holding a secondary certificate who wishes to gain elementary certification.

EVALUATION

During the first four training cycles of PUTEP, approximately 80 adults were admitted to the teacher preparation program. Of this number, 76 interns completed all phases of the training program and received either elementary or secondary certification in Oregon. Over half of the program graduates are Black. A substantial number received teaching contracts in the Portland district and nearly all continue to work as teachers or in related fields.

Although evaluation procedures include graduate follow-up, evaluators also use critical incident and semantic differential tests to determine changes in attitudes and cognitive skills. Indications are that significant shifts in attitudes do occur within any given training cycle, reflecting more positive assessments of schooling, teachers and students.

FURTHER INFORMATION

For additional information, write:

Dick Withycombe, Vice Principal
Adams High School
5700 NE 39th Street
Portland, Oregon 97211

TARGET GROUP
Community resource people

SUBJECT AREAS
All career clusters

TYPE OF RESOURCE
Operational model demonstrating:
Cooperative planning with community businessmen
Off-campus instruction arrangements
Micro-teaching
Simulation
Student self-evaluation

TYPE OF EVALUATION
Third-party evaluation using:
Observation schedules
Rating scales

SOURCE OF DEVELOPMENTAL FUNDS
Higher Education Act, 1965, Title V

TRAINING CAREER EDUCATION RESOURCE TEACHERS

Salem School District
William M. Kendrick, Superintendent

PROBLEM

Sprague High School in Salem is expanding career exploration opportunities for students by sending them into the community to "learn by doing." Early in the process, an obstacle arose which is common to this type of program. Business, industrial and agency managers are often willing to invite students to gain experience by serving as temporary "workers' aides," or simply by observing others at work. But their personnel need orientation in order to give students worthwhile experiences and insights.

PURPOSE

The program is designed to recruit and prepare approximately 15 individuals from business, industry and the professions to provide exploratory career experiences and information for students. Objectives of the program state that at the end of the training period, resource teachers will have:

- Knowledge of the background of career education and its place in the public schools
- Knowledge of the instructional and management activities of junior and senior high school teachers
- Ability to work effectively with junior and senior high school students
- Ability to plan, implement and evaluate student learning experiences.

PROCEDURES

An Oregon College of Education faculty member conducts ten instructional sessions, giving trainees background information and experiences to draw from when working with students.

The next phase begins after each trainee has had some student contacts consisting of from two to five in-service seminars. Emphasis is placed on application of preservice training.

Later these trainees will be called upon, with permission of their employers, to serve as career counselors either on the job or in the school.

Resource teachers generally work with students in on-the-job settings; occasionally they come to the school for this purpose.

EVALUATION

A third-party evaluator reports that:

- Each trainee completed an evaluation form on which he rated the adequacy of all aspects of the program, including the competency of his instructors.
- The trainees gave a combined rating of 4.3 (on a scale of 5.0) to all those who served as instructors.
- Teachers working with the resource people rated their performance.
- Teachers rated the performance of resource people much higher than the resource people rated themselves. Possibly teachers' judgments were based on a comparison with other resource people who had worked with their students.

The district's Community Resources Director reported that trainees were significantly better prepared to work in the community resource program than those who had not had the training, particularly in their understanding

of the role of a career resource person and their willingness and ability to work with students.

FURTHER INFORMATION

For additional information, write to:

Jim Baltimore
Career Education Coordinator
Sprague High School
Salem, Oregon 97302

Gary McInay (left) of Anderson-McInay Florist, Salem, works with Dion Garland, a sophomore at Sprague High School, in the Training Career Education Resource Teachers Project.

TARGET GROUPS
District administrators
Principals, all levels
Teachers, all levels

SUBJECT AREA
Interpersonal communication

TYPE OF RESOURCE
In-service training package including strategies for:
Activity learning
Discovery learning
Independent study
Interdisciplinary approach
Role playing
Simulation

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
Northwest Regional Educational Laboratory

INTERPERSONAL COMMUNICATION

Northwest Regional Educational Laboratory
Lawrence D. Fish, Executive Director

PURPOSE

For use by a qualified instructor, this in-service training package is designed to develop knowledge and skills in the following areas:

- Face-to-face communication
- Individual styles of communicating
- Group and organizational factors which affect individual communication
- Methods of improving individual communicating skills

CONTENT AND PROCEDURES

Materials and guidelines are provided for 30 hours of instruction in an in-service workshop or college course including:

- A 390-page Leader's Manual
- A copy of participant materials
- Nine 16mm films and an audiotape demonstrating problem situations and communication techniques

Twenty units of instruction cover the techniques of paraphrasing, describing behavior and feelings, perception checking, and giving and receiving feedback.

Released time may be necessary for school personnel to participate. The 30-hour instructional program requires approximately five days; each unit involves approximately 90 minutes of instruction. The sessions can be conducted after school or in two 2-½ day sessions approximately one week apart. There should be at least 12 participants with two novice trainers, or one experienced trainer with six to 24 participants.

EVALUATION

Materials have been under development at the Laboratory for three years by Dr. John Wallen. During this time, field tests were conducted at Teacher Development Laboratory workshops with the Oregon, Washington and National Education Associations, and with selected colleges and universities, school districts and the Teacher Corps. As of August 1972, the system had been used experimentally in 147 workshops with 4,956 teachers and administrators.

FURTHER INFORMATION

The following materials are available:

- Leader's Manual ($15)
- Participant material ($11 per set)
- Nine 16mm black and white sound films and one audiotape ($175.00 per set)

Order the materials from:

Xicom, Inc.
RFD 1
Sterling Forest
Tuxedo, New York 10987

For names and addresses of qualified trainers, write to:

Office of Program 100 Field Relations and Dissemination
Northwest Regional Educational Laboratory
Lindsay Building
710 SW Second Avenue
Portland, Oregon 97204

TARGET GROUP
Classroom teachers, all levels

SUBJECT AREA
Problem-solving

TYPE OF RESOURCE
In-service training package including strategies for:
Activity learning
Diagnosis and prescription
Discovery learning
Interdisciplinary approach
Role playing
Simulation

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
Northwest Regional Educational Laboratory

PROBLEM-SOLVING TECHNIQUES FOR CLASSROOM TEACHERS

Northwest Regional Educational Laboratory
Lawrence D. Fish, Executive Director

PURPOSE

Districts may use this package for in-service training in techniques for defining, analyzing and solving problems.

CONTENT AND PROCEDURES

Materials are provided for conducting 27-½ hours of instruction in an in-service workshop or college course and for two three-hour follow-up sessions.

The *Leader's Manual* is designed for use by a qualified instructor. The 291-page manual lists procedures for each unit, resource materials and participant exercises. Materials are provided for each participant. An audiotape presentation of a simulated problem to be solved is included, along with an SRA publication for each participant, *Diagnosing Classroom Learning Environments.* Units include:

- Orientation
- Identifying the Problem
- Using Research about the Classroom
- Diagnosing Using Field Force Techniques
- Diagnosing Teamwork Relationships
- Force Field Analysis and Data Gathering
- Selecting Tools for Data Collection
- Spotting the Major Results in Data
- Gathering Data on Team-Building Relationships
- The Concept of Feedback
- Deriving Implications and Action Alternatives from Research Findings
- Planning for Action
- Small Group Dynamics
- Planning Your Back Home RUPS Project
- Follow-up Session I
- Follow-up Session II.

Using a simulated problem situation, participants practice a five-step method of problem solving: (1) identify the problem, (2) diagnose the problem situation, (3) consider alternative actions, (4) try out plan of action and (5) adopt a plan.

EVALUATION

Reports from trainees indicate that skills practiced in the workshop can be applied in solving actual problems.

The package has been used experimentally in 135 workshops with 4,481 teachers and administrators. Field testing has been conducted in collaboration with the National Teacher Corps.

A technical evaluation report provides additional details and is available on a loan basis from the Northwest Regional Educational Laboratory, 710 SW Second Avenue, Portland, Oregon 97204.

FURTHER INFORMATION

The following workshop materials are available:

For workshop's leader:
Leader's Guide ($8.50)
RUPS Audiotape ($3.50)

For each participant:

Participant Materials ($6.25 per set)
SRA Text: *Diagnosing Classroom Learning Environments* ($2.95)

Order the materials from:

Commercial-Educational Distributing Services
P.O. Box 3711
Portland, Oregon 97208

TARGET GROUP
Instructiona' aides

SUBJECT AREAS
All subjects

TYPE OF RESOURCE
Operational model demonstrating:
Clinical supervision
Diagnosis and prescription
Preservice and in-service
Training strategies

TYPE OF EVALUATION
Self-evaluation

SOURCE OF DEVELOPMENTAL FUNDS
Education Professions Development Act, 1965

INSTRUCTIONAL AIDE DEVELOPMENT PROGRAM

South Douglas County
South Umpqua School District
Dealous Cox, Superintendent

PROBLEM

Several districts in South Douglas County were initiating and operating programs requiring instructional aides. The need to give these aides appropriate training became a matter of priority to all districts concerned.

PURPOSE

The training program is designed to assure that aides acquire 11 skills identified as necessary to function adequately as an instructional aide.

PROCEDURES

South Umpqua conducts a summer school session for preschoolers, entering first graders, and elementary school pupils who want or need extra help.

Prior to these sessions, a two-week training course for 20 aides was conducted by members of the district teaching staff and by outside consultants. In addition, aides receive on-the-job clinical supervision as they work with teachers and students.

The training focuses on 11 skills considered appropriate for instructional aides:

- Administering standarized and criterion-referenced diagnostic instruments
- Scoring and interpreting results of criterion-referenced instruments
- Participating with teachers and parents in prescribing learning activities
- Conducting drill in skill-building activities
- Managing small groups of children in special learning activities
- Using techniques that elicit more than recall-type responses from children
- Assisting in the evaluation and accurate recording of student progress
- Explaining objectives associated with an assigned instructional task.
- Assisting in the collection and preparation of materials for use in individualized programs of instruction
- Demonstrating awareness of the ways children learn, grow, and develop
- Becoming proficient in interpersonal relations with professional staff, parents and pupils.

EVALUATION

Although no formal evaluation has been carried out, teachers, administrators and trainees were given periodic opportunities to respond to questions concerning the effectiveness of the training program as it related to on-the-job requirements.

At the conclusion of the initial training program, teacher ratings and trainee self-analysis ratings indicated that all trainees had acquired at least 90 percent of the desired skills.

FURTHER INFORMATION

For additional information, write to:

Sam Nutt, Director
Instructional Aide Development Program
South Umpqua School District
P.O. Box 649
Myrtle Creek, Oregon 97457

Children benefit from a summer school session as part of the Instructional Aide Development Program. *(See page 107.)*

TARGET GROUP
Paraprofessional aides
Paraprofessional supervisors

SUBJECT AREA
All subjects

TYPE OF RESOURCE
Operational model demonstrating:
Cooperative planning among schools and a teacher education college
Work-study arrangements for tutors
Student self-evaluation

TYPE OF EVALUATION
Third-party evaluation using:
Observation schedules
Case studies

SOURCE OF DEVELOPMENTAL FUNDS
Higher Education Act, Title V-B

ESCAPE–A REGIONAL TUTORIAL PROGRAM

Associated Students Project
University of Oregon

PROBLEM

Students at the University of Oregon who organized and operate the ESCAPE (Every Student Caring About Personalized Education) project identified two areas of need:

- Over 2,000 children in the Eugene-Springfield-Pleasant Hill area could benefit substantially from personalized assistance with learning problems
- College students want to gain field experience, to understand the role of the volunteer, and to improve their own self-concepts by practicing communication and interaction skills.

PURPOSE

The objectives for participating college students are:

- To gain a better understanding of the educational system and tutoring processes
- To strengthen self-concepts and decision-making skills
- To provide needed services to school children.

PROCEDURES

ESCAPE is an accredited practicum at the University of Oregon. An average of 500 students participate each term, representing 69 departmental majors in graduate and undergraduate studies. For each three hours spent a week, one credit hour is earned through the Department of Curriculum and Instruction. An ongoing training program is provided for tutors and their student supervisors. Each tutor attends weekly student-run seminars where technique, subject matter and special problems are discussed.

In 1973, tutors worked in 43 public schools and community agencies.

EVALUATION

A third-party evaluator reports that since the spring of 1969, when it was initially piloted, the ESCAPE program has maintained a high level of tutor accountability and feedback. New ideas are constantly being introduced and field tested.

Training materials for the program are continually evaluated by the people who are using them. ESCAPE is able to do this because it occupies a unique position. It is the only student-run tutorial in the country to have an entirely credit-based program so that its participants are required to make detailed field reports.

Furthermore, because the project is student-initiated and student-run, these accounts are viewed as part of the student's commitment to the program and to fellow tutors. As a result, reports are often written at a professional and specialized level that far exceeds what might be offered if the student viewed the program as just a class.

An important outcome of the project is a series of training manuals based on the materials developed and used in the ESCAPE program. The manuals are designed to guide the establishment of tutorials in a variety of community settings and the training of a variety of groups as tutors (high school students, parents, senior citizens, community volunteers).

RESOURCE MATERIALS

Four manuals will be available from the State Department of Education after February 1:

- An organizational manual for implementation of the tutorial
- A faculty manual

- A training manual
- A tutor's manual.

To obtain the ESCAPE manuals, write to:

Documents Clerk
State Department of Education
942 Lancaster Drive NE
Salem, Oregon 97310

FURTHER INFORMATION

For additional information about the project, write to:

Judith A. Coffey, Faculty Advisor
Associated Students Project
327 Erb Memorial Union
University of Oregon
Eugene, Oregon 97402

SECTION FIVE

PROGRAM EVALUATION

The proposed Minimum Standards for Oregon Public Schools require that districts establish procedures for conducting at least four kinds of assessment and evaluation. Districts must:

- Assess the performance of educational programs, including the achievement of students.
- Conduct an annual performance evaluation for each teacher employed and maintain the evaluation reports in the district files.
- Establish performance indicators and a method for assessing student progress toward achievement of minimum competencies required for graduation.
- Establish procedures and format for verification of student competencies.

A fourth kind of assessment, diagnostic testing, is implied in the requirement that districts establish policies and procedures which facilitate meeting the instructional needs of students.

Districts and schools that conduct these kinds of assessments will have little difficulty evaluating the effectiveness of educational programs.

Charles Barker, Co-Director of the award-winning Manzanita Project, leads a work session.

TARGET GROUPS
District administrators
Principals, all levels
Teachers, all levels

SUBJECT AREAS
Reading
Arithmetic
Language mechanics

TYPE OF RESOURCE
Monograph describing a model for evaluating an elementary school program

TYPE OF EVALUATION
Field tests

SOURCE OF DEVELOPMENTAL FUNDS
ESEA Title III

EVALUATION TECHNIQUES USED FOR THE MANZANITA CURRICULUM DESIGN PROJECT

Josephine County Unit
Tom Calkins, Superintendent

Northwest Regional Educational Laboratory
Lawrence D. Fish, Executive Director.

PROBLEM

In its first year of operation, the Manzanita Elementary School project, "A Systems Approach to Individualized Instruction," (see Section IV), was faced with two major needs. The first need was to design, develop and install a new curriculum for grades 1-6 in the areas of reading, mathematics and language.

The second major need was in the area of project management. Project managers faced problems of logistics, coordination of developmental and production activities, planning and scheduling staff development activities, and introducing new materials and procedures on a school-wide basis.

PURPOSE AND CONTENT

One purpose of the evaluation plan was to provide the following periodic information for the management team:

- Progress of developmental activities
- Progress of production activities
- Progress of staff training efforts
- Quality of teacher performance.

A second purpose was to provide project staff with:

- Accurate, timely and sufficient information to guide curriculum design and development efforts
- Specific information about the initial capabilities and learning needs of each student in the school
- A mechanism for monitoring project instructional processes
- Information about the specific attainments and continuous learning needs of each student in the school
- Information about the overall academic progress of students.

The evaluation plan was developed with the help of the Northwest Regional Educational Laboratory and at the end of three years, a report describing the evaluation procedures and outcomes was published.

The report, entitled *Evaluation Techniques: The Manzanita Curriculum Design Project* describes:

- Steps in the development of the evaluation plan
- Techniques for evaluating the management component, including general management tasks, staff training, materials production, and implementing and monitoring the new curriculum
- Techniques for evaluating instructional strategies, including placement of students within the curricular sequence, monitoring student performance on a daily basis, and long-term instructional objectives
- Rationales developed for the hierarchies, the instructional objectives, the development of pre- and post-tests, program management units (learning packages), and the trial and revision cycle.

FURTHER INFORMATION

To obtain a copy of the report, write to:

W. Dale Fallow, Principal
Manzanita Elementary School
310 San Francisco Street
Grants Pass, Oregon 97526

FUTURE EDITIONS OF THE CATALOG WILL BE SHAPED BY THE EVALUATIONS OF TEACHERS AND ADMINISTRATORS WHO USE IT.

Will you take a minute to fill out one of the self-addressed cards? Or, better yet, send a letter with your comments and ideas.

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OTHER COMMENTS:

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